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ABSTRACT

Part I of this report presents background information on the problem of increasing dropout rates in the Phoenix Union High School District. Factors affecting the dropout rate are discussed, and dropout figures are given for the Phoenix Union High School District as well as for neighboring districts. Part II provides a summary of the education and training opportunities available in the Phoenix area for the young high school dropout. Parts III and IV discuss employment opportunities for dropouts and the results of a survey of former dropouts on why they left school, what they did, and why they returned to school. (Author)

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RESEARCH SERVICES REPORT

TM 810 753

Phoenix Union High School District No. 210
2526 West Osborn Road Phoenix, Arizona 85017

PHOENIX UNION HIGH SCHOOL DISTRICT # 210

SPECIAL REPORT: THE DROPOUT PROBLEM

REPORT NO. 22:11:79/80:013a

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PART I

THE DROPOUT PROBLEM: BACKGROUND

INTRODUCTION

In an effort to decrease the dropout rate, the Phoenix Union High School District has undertaken a study of the many facets of "The Dropout Problem". The results of this study are presented in this report, as follows:

Part I: The Dropout Problem: Background
Part II: The Dropout Problem: School and Training Opportunities
Part III: The Dropout Problem: Job Opportunities
Part IV: The Dropout Problem: Student Experiences and Opinions

Parts I and II give background information on the dropout problem in this and other districts, and investigate school or training opportunities for dropouts.

Parts III and IV give the results of surveys of dropouts, personnel managers, and employers.

Also included in this report are statements of the implications of these findings and, finally, recommendations for District programs and activities designed to combat "The Dropout Problem".

Following is the total number of schools, agencies, and employers contacted to obtain the information included in this report. Each source is listed only once, although many were actually contacted several times.

Resource	Number
Arizona State Government Departments	3
Branches of the U.S. Armed Forces	5
Career/Vocational Schools	53
Labor Unions	10
Local Governments	5
Neighboring High School Systems	5
Private Employers	90
Public Service Agencies	18
Schools Offering GED Programs	3
TOTAL	192

METHODS

Methods used to obtain information include:

1) In December, 1979, a phone survey was made of other local school districts to determine their dropout rates and the programs available for dropouts. Districts surveyed included:

Glendale Union High School District
Mesa Public Schools
Paradise Valley Unified School District
Scottsdale School System
Tempe Union High School District

Results of this survey are included in Part I of this report.

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2) In December, 1979, a phone survey was conducted to assess job, school and training opportunities for high school dropouts. Information on entrance requirements, employment policies, or other eligibility requirements was obtained, as well as comments and opinions about dropouts. The survey included:

Armed services
Career schools
Employers
Employment agencies
Labor unions
Public service agencies

Results of this survey (except employers) are included in part II of this report.

3) In December, 1979, a follow-up survey of selected employers, schools, and agencies was conducted by mail. The results of this survey and the phone survey of employers are included in Part III.

4) In January, 1980, a survey of more than 200 Phoenix Personnel Managers was conducted by mail to obtain information on policies and opinions about hiring dropouts. Results of this survey are included in Part III.

5) A phone survey of all PUHSD 1979-80 non-entering students (students who had pre-registered but did not enter school) is planned to find out why they dropped out and what they are doing now. Non-entering students will also be offered information about the district's continuing or alternative education programs. An attempt will be made to contact over 2,000 "non-enters" in the district. Results of this survey will be published at a later date.

6) In January, 1980, a questionnaire was distributed to students who had dropped out of school and then returned to one of the district's alternative programs. The survey asks why they dropped out, how long they were out, what they did while out, and why they returned to school. There were 267 questionnaires returned. The PUHSD schools included in this survey were:

Alhambra Extended Program
Bostrom Alternative Center for Education
Continuing Education Center
Cyesis Center
North Alternative High School

The results of this survey are included in Part IV of this report.

7) Prior to this study, questionnaires were sent to all 1978-79 PUHSD dropouts and fall 1979 non-enters. The results of these surveys are available on request from the Research Services Office of the PUHSD. (Please specify reports No. 22:12:79/80:010 and No. 22:12:79/80:012.)

FACTORS AFFECTING DROPOUT RATES

Changing Residential Patterns

The Phoenix Union High School District includes areas of the city which have experienced significant changes in residential patterns. These changes have had a continuing effect on enrollment in the district and may have influenced the dropout rate.

There are two major reasons for such changes. The first is the upward mobility of people living in the center city. For decades, as families have bettered their financial conditions they have moved to the suburbs. These areas are still seen as more socially desirable, and such movement continues.

The second reason for shifting residential patterns is that in recent years many homes in the downtown Phoenix area have been replaced by offices and few, if any, new homes have been built downtown. In addition, homes have been replaced by highways, government offices, airports, and businesses. Therefore, while the city is experiencing rapid population growth, this growth is primarily in north and west Phoenix. The inner city is changing from a predominantly residential to a light industrial area, greatly affecting schools located in formerly heavily populated residential areas.

Educational Opportunity

As the available student population drops, educational opportunities are affected. With fewer students, there is less money available to pay for the staff or services necessary to provide a broad range of educational opportunities. For example, one school which has experienced declining enrollment offered 80 course one semester, while another school in the district offered 172 courses during the same semester.

Thus, at least two factors related to changing residential patterns need to be considered when assessing the dropout problem in the district. First, the changing character of the inner city is causing a change in enrollment. Second, the declining enrollment caused by changes in the inner city has resulted in changes in educational programs. These changes may be causing an increase in the dropout rate.

Social Support

As is well known, the attitudes of the groups an individual belong to can greatly affected that individual's life decisions. The potential dropout belongs to three groups whose values may influence him/her: the local community, the family, and the peer group.

In the local community, the student will come into contact with many individuals and organizations. Some of these will strongly support the local schools, the value of an education, and the worth of a high school diploma. Others will feel negatively toward the educational system, and will not encourage school attendance. The student's attitude towards individuals expressing such

opinions will greatly affect his/her attitude towards school. Other factors affecting student opinion are whether parental attitudes agree with those of other respected individuals, and whether parents encourage the student to remain in school or allow him/her to drop out.

Finally, recent surveys indicate that young people today are more oriented towards immediate job prospects rather than the benefits of a long-term education. A student may have friends who have left school for a job or who plan to leave before graduation.

Thus, the student may actually be under considerable pressure from peers, family and the community to leave school and become a working member of society. If this is so, the school district needs to mount an extensive campaign to counteract such pressure, or, at least, to prepare the potential dropout for the consequences of such a choice.

DROPOUT RATES

Phoenix Union High School District

The dropout rate in the Phoenix Union High School District was fairly steady from 1973 through 1977, running between 12.2% and 13.2%. In 1977-78 it went up to 14.1%, and then in 1978-79 it jumped to 17.4%. The percent of dropouts in 9th grade has consistently been lowest, while the highest percent drop is between 10th and 11th grades. There is a 3-5% loss of students within each class on a year to year basis. (The dropout rate in the District is calculated on W1 and W2 figures minus R1 and R2 figures and includes special programs as well as regular high schools. The rate is lower if special programs are not included.)

Dropout recovery programs within the District include Alhambra Extended Program, Bostrom Alternative Center for Education, the Continuing Education Center, and North Alternative High School. Non-entering students and dropouts are referred to these programs by the home campus or contacted by mail and given information about re-enrollment in school. There are also several dropout prevention programs, including Cyesis Center and "Opportunity Halls".

DROPOUT RATES

Other High School Districts

GLENDALE UNION HIGH SCHOOL DISTRICT

Although the dropout rate has been increasing (1977 - 5.9%, 1978 - 6.8%, 1979 - 8.1%) the district feels its "Dropout Recovery Program" has kept the rate from rising even more. There were 1277 dropouts during 1978-79. Attempts were made to contact 1176 of these: 1049 were reached, and 499 returned to school (approximately 50% of those contacted). The dropout rate is not expected to increase dramatically primarily because of the recovery program.

MESA PUBLIC SCHOOLS

The dropout rate for the 1978-79 school year was 7.2%. (This is based on W1 and W2 figures only, and thus is not exactly equivalent to PUHSD statistics.) The lowest dropout rate occurred with 9th graders (2.5%), while grades 10-12 had a combined dropout rate of 8.1%. No data for previous years was available, but it is one administrator's opinion that the rate has remained constant for the last few years.

Opportunity Hall is an alternative school for those "on the verge of dropping out". Stapley Hall is for unwed mothers. Both programs are designed to assist the potential dropout.

PARADISE VALLEY UNIFIED SCHOOL DISTRICT

There are no district figures available on dropouts. It was suggested that individual high schools be contacted.

Paradise Valley High School

The dropout rate has decreased significantly since 1970 when it was 11-12% and is presently at 4.5%. The major reason cited for dropping out is "excessive absenteeism". The Paradise Valley Principal feels that the district's alternative school (Thor) and the policies within the high school are responsible for the declining dropout rate.

Shadow Mountain High School

During the first three months of the 1979-80 school year student enrollment was 2625. The dropout rate was 3%, with only 19 student initiated dropouts and 62 administrative withdrawals. Figures were not provided, but it is the opinion of one administrator that the dropout rate is declining.

Shadow Mountain has an aggressive policy of maintaining parent contact, has stiff penalties for truancy, and has very strict attendance policies. (Absenteeism was 6.53% in the first eleven weeks of school as compared to 10-11% in the previous year.) The district has an alternative school (Thor) and a follow-up program in which all dropouts are contacted. It is felt that these factors account for the declining dropout rate.

SCOTTSDALE SCHOOL SYSTEM

The dropout rate in Scottsdale has increased over the last three years: 1977 - 6.85%, 1978 - 7.88%, 1979 - 8.10%. The biggest factor resulting in school dropouts is unexplained "non-attendance". Other factors are "got a job" and "moved - no transcript requested". The Scottsdale System has an extended night school for dropouts as well as a continuation school for potential dropouts.

TEMPE UNION HIGH SCHOOL DISTRICT

District figures show a declining dropout rate over the last eight years: 1972-74 - 8%, 1975-77 - 7%, 1978-79 - 6%. It is estimated that the current dropout rate is about 5%, although there are not yet statistics to confirm this. Teachers report that they are not losing as many students this year as last year.

There are no programs for dropouts except a small part of a Title IV Indian Project.

PART II

THE DROPOUT PROBLEM: SCHOOL AND TRAINING OPPORTUNITIES

INTRODUCTION

High school dropouts who want to acquire education or training from career schools, GED programs, public and private agencies, armed services, or labor unions are confronted with age and education requirements which, in many cases, eliminate that opportunity.

Part II of this report provides information on the requirements for various schools, training programs, and trades in the Phoenix area.

CAREER SCHOOLS

Fifty-three vocational schools in the Phoenix Metropolitan area were contacted to determine their entrance requirements, particularly as related to the young high school dropout. Requirements vary between schools. (See Table 1). Of the 28 industrial, technical and trade schools contacted, only one technical institute and one refrigeration school enroll more than a few dropouts. Other schools accept a few dropouts each year but require applicants to pass entrance exams showing aptitude (graphic design, welding, technical) or proficiency in reading, math, and/or science (electronics, welding, technical). Many dropouts are not able to pass these exams. Some areas (real estate, bartending, and truck driving) are closed to young people because of insurance, licensing, or legal requirements. Finally, schools in the following fields require that young applicants have a diploma or GED: drafting, bank teller, automotive mechanic, broadcasting, motorcycle mechanic, and modeling.

Ten beauty and two barber schools were contacted. Although license requirements include only a tenth-grade education, applicants for a barber's license must be 16½ years old and those for a beauty license must be 18. Partially because of this, one barber school requires a diploma or GED, the other requires students to be 17 years old, and most beauty schools do not encourage applications from dropouts. Four of these schools require a diploma or GED, four accept a few dropouts under special circumstances (age, marital status), and two will accept dropouts who have completed the tenth grade.

There are also few opportunities for the high school dropout wishing to attend business or secretarial school. Four of the seven schools contacted require a high school diploma or GED. One accepts a few dropouts (usually older people), and only two unconditionally accept dropouts.

Finally, of the six medical and dental assistant schools surveyed, five require a diploma or GED (or currently enrolled). The one school which will accept some dropouts enrolls very few because most of these students do not have the finances to pay for schooling.

Table 1

Career School Entrance Requirements

Field:	Industrial/ Technical/ Trade	Barber/ Beauty	Business/ Secretarial	Medical/ Dental
Number of schools contacted	28	12	7	6
Number requiring diploma, GED, or over age 17	17	5	4	5
Number accepting a few dropouts under special circumstances	8	4	1	0
Number accepting without diploma or GED	3	3	2	1

Career School

Entrance Requirements

Industrial, Technical & Trade Schools

ABC Welding - Accept a few 16-18 year olds without diplomas or GEDs. Must have a letter from a school counselor. No large increase in young dropout applicants. Have one or two students a year in this category.

Academy of Drafting - Require a diploma or GED.

Al Collins Graphic Design School - No degree required, but talent is necessary. Now have one student between 16 and 18 years old without a diploma.

All-State School of Real Estate - Accepts, but has no record (doesn't ask for educational information). But must be 18 to get license, so don't get many young dropouts.

American Bartenders School - Must be over 19 years of age. (They get a lot of older people without degrees.)

American Teller Schools - Accept students only if they are actively working on a degree or GED and already have related coursework. No dropouts.

Arizona Academy of Medical Medic - For disabled veterans only, have to be working on GED.

Arizona Automotive Institute, Inc. - Require diploma or GED.

Arizona School of Jewelers Art - Older students only.

Arizona School of Real Estate - Have to be 18 to enter.

Arizona Tech - Require diploma or GED.

Ron Bailie School of Broadcast - Require diploma or GED.

Bud Crawley Real Estate - Have to be 18 to enter.

Cecil Lawter Real Estate School - Rarely have anyone under 18 ("almost nil").

Columbia School of Broadcasting - Require diploma or GED.

DeVry Institute - Accept dropouts in only one program: Technician's Diploma. Up to 4% of enrollees in that area. Approximately 10-15 students a year from Phoenix (exact number not available).

Electronic Institute of Arizona - Accept a few dropouts on the basis that they will receive a GED. They have admitted very few dropouts over the years because they have entrance exams in math and science.

Maricopa Technical Community College - Must be 18 to enter. (Average age of students is approximately 27 years.)

Industrial, Technical, & Trade Schools (cont.)

Motorcycle Mechanics Institute - Require diploma or GED unless over 18 years old and have a recommendation from a counselor.

Mountain States Technical Institute - They do accept dropouts if they have mechanical aptitude. They have programs in air-conditioning and auto tune-up.

Phoenix Institute of Technology - Must be 17 years old to enter. (Few students are under 20 years.) Will accept without a diploma but students must get their GEDs or they can't graduate from the Institute.

Phoenix School of Welding - Must be 18 years old. They accept a few older dropouts, but they must first pass an aptitude test and a reading test.

Plaza 3 Modeling and Finishing School - Require diploma or GED.

Refrigeration School - They do accept dropouts.

Rockland Institute - Usually require a diploma or GED, but will accept without one if student has a letter from a counselor. This is rare, they couldn't remember the last time they had accepted such a student.

SOS Big Rig Driver Training - Must be over 18 years old. No one will hire drivers who are under 21 years because of insurance problems, so applicants under 21 are discouraged.

School of Market Checking - Do accept dropouts. Perhaps one or two a year are 16 to 18 years old.

Southwestern Institute - Require diploma or GED.

Universal Technical Institute - They accept 3 or 4 young dropouts a year if they pass the aptitude and reading tests.

Business & Secretarial Schools

Durham Business College - Require diploma or GED.

Lamson Business College and American Institute of Court Reporting (at the same facility) - Lamson does accept dropouts and has some enrolled now. The Institute has very few, only one this year.

Legal Arts of Arizona - Require diploma or GED.

Paralegal Institute - Require diploma or GED.

Ruetten Learning Center - They do accept dropouts.

Sterling School (paralegal) - Require diploma or GED.

Barber and Beauty Schools

The Barber College Hairstylists - Require diploma or GED.

Kincheloe Barber College - Require a 10th grade transcript. One or two students a year are 17 years old.

Allure Career College of Beauty - Must be in school or have a diploma or GED.

American Trichology Institute - Require diploma or GED.

Classic Beauty College - Require 2 years of high school. Enroll only one or two dropouts a year.

Earl's Academy of Beauty - Require diploma or GED.

Hairmasters University - Must be 17 years old. Enroll a few dropouts each year.

International Academy of Beauty Culture - Require diploma or GED.

Phoenix Academy of Beauty - They do accept people with a tenth-grade education.

Royal College of Beauty - Require 2 years of high school. They enroll one or two dropouts a year, usually those who quit school to get married. They do not encourage dropouts.

United Academy of Beauty - They do accept dropouts.

Western School of Beauty - Require 2 years of high school. They haven't had any 16 to 17 year olds without degrees in a long time.

Medical & Dental Schools

ABC-HMO School of Medical Assistants - Require a diploma or GED.

Apollo College - Require diploma or GED.

Arizona College of Medical/Dental/Legal Careers - Accept dropouts if they are currently working on their GED, but hardly ever accept the young applicants in that category. They prefer older people with job experience.

Bryman School - Require diploma or GED.

Scottsdale Educational Center, Inc. - Require diploma or GED.

Southwestern Medical Society Academy - They will accept dropouts. However, Arizona banks will not give BEOG loans to students without diplomas or GEDs even though federal rules allow it, so the student would have to be self-supporting or have parental support. Thus they get very few young students (one or two a year). Average student age is over 35 years.

GED PROGRAMS

There are many opportunities in the Phoenix area for high school dropouts to prepare for and take the GED examination. However, no one under 17 years old is allowed to take the exam. Bostrom Alternative Center for Education provides GED preparation classes, as do many public and private agencies. These include Chicanos por la Causa, DES Job Corps, Opportunities Industrialization Center, and Terros. Local schools such as Glendale Community College, Phoenix Union High School, and Phoenix College provide preparation classes as well as administering the examination. The GED exam is administered at 49 sites throughout Arizona. Further information can be obtained from the Arizona State Department of Education, GED Division, (602) 255-5802.

The dropout who is under 18 years old must meet several requirements before being allowed to take the GED examination. These requirements, set by the Department of Education, include providing a letter of approval from a parent and a letter from a potential employer, school or armed forces recruiter, as well as a birth certificate and various other materials. (See Table 2).

Preparation classes are often free of charge and allow the student to progress at his/her own rate. Schools charge a fee for taking the exam; the maximum allowable fee is $15.00. The exam is divided into sections; the student may take all sections at once or may take the exam in parts, depending on school schedules and policies.

In the state of Arizona, 28.5% of those taking the GED examination in 1978 were 17 or 18 years old. These were the largest age groups participating in the testing. (See Table 3).

The Department of Education has no figures showing how many Phoenix area high school dropouts took the GED examination. However, Phoenix College has noticed an increase in inquiries about its GED program. Neither Glendale Community College nor Phoenix Union High School has noticed an increase in young enrollees in their GED programs.

GED Programs

Arizona Department of Education statistics for 1978 show that 9,134 people throughout the state of Arizona took the GED examination; of these, 1,044 were 17 years old and 1,556 were 18 years old, representing 28.5% of those taking the examination. (Statistics given in Table 3, page 15.)

A sample "Check Sheet" showing GED entry requirements is shown in Table 2. This sample sheet was supplied by Glendale Community College but shows requirements, set by the Department of Education, for all GED programs.

Three of the schools in the Phoenix area which offer a GED program provided the following information:

Glendale Community College - No fee to take GED preparation classes; $10.00 fee to take GED examination. No noticeable increase in enrollment of 17-18 year olds.

Phoenix Union High School (Adult Basic Education) - No fee to take GED preparation classes; $10.00 fee to take GED examination. No noticeable increase in enrollment of 17-18 year olds.

Phoenix College - Average age of student preparing for GED is 22 years. However, there has been a noticeable increase in 17-18 year old inquiries about the program. No fee for GED preparation classes; $10.00 fee to take exam. Exam takes six hours; can be taken all at once or in parts.

Other local schools offering a GED program are:

Coronado High School (Adult Basic Education)
Luke Air Force Base
Maricopa Skills Center
Maricopa Technical College
Mesa Community College
Scottsdale Community College

NAME Table 2 ADDRESS

AGE DATE APPLIED DATE TESTED PASS FAIL

SCORES REPORTED TO: DATE

A. EMPLOYMENT

_____1. Out of school 1 year (12 months) Letter from last school to verify.
_____2. Letter or approval from parents or guardian. (Not required for 18 years old)
_____3. A statement of request from a potential employer or present employer.
_____4. Birth Certificate
_____5. GED Application cards completed.

B. COLLEGE ADMISSION (OR ANY OTHER FORM OF HIGHER EDUCATION SUCH AS: APPRENTICESHIP PROGRAMS, MEDICAL OR DENTAL ASSISTANT SCHOOLS, ETC.)

_____1. Out of school 1 year or letters of recommendation from Principal and Counselor of last school attended. (Must have letter or drop slip to prove this -- Must have both letters recommending them for college level work for Dr. Heuser for admission to Glendale Community College.)
_____2. Letter of approval from parents or guardian. (Not required for 18 years old)
_____3. A statement of conditional acceptance from the community college of potential enrollment. (Or letter from any other program of higher education)
_____4. Birth Certificate
_____5. GED Application cards completed.

C. ARMED FORCES

_____1. Age 17 or over. Birth Certificate.
_____2. Letter of approval from parents or guardian granting permission to enter the Armed Forces. (Not required for 18 years old)
_____3. Letter of request from the recruiting officer asking admission of applicant, and stating applicant has met all requirements for induction except for achieving scores on GED of minimum 35 or 45 average.
_____4. In cases of 17 year olds who have dropped out of school, recruiter must provide letter from applicant's former high school principal stating has left school.
_____5. GED Application cards completed.

D. COSMETOLOGY OR BARBER - (MINIMUM TENTH GRADE LEVEL EQUIVALENCY)

_____1. Out of school 1 year or a letter of recommendation from the principal of last school attended. (Must have proof of out of school 1 year)
_____2 Letter of approval from parent or guardian. (Not required for 18 years old)
_____3. A Letter from the agency stating conditional acceptance.
_____4. Birth Certificate
_____5. GED Application cards completed. (In case of cosmetology, also fill out card for Cosmetology board.)

The below scores are the minimum standard scores for each test and a minimum average for the five tests which must be met:

GRADE LEVEL EQUIVALENCY	MIN. STD. SCORE ON EACH TEST	AND A MIN. OVERALL STD. SCORE ON ALL 5 TESTS
9	30	35
10	31	39
11	33	41
12	35	45

The testing center will provide testee only a pass/fail statement. Official scores will be sent to the appropriate agency.

Table 3

GED DIVISION
ARIZONA DEPARTMENT OF EDUCATION
CAROLYN WARNER, SUPERINTENDENT
1535 WEST JEFFERSON STREET
PHOENIX, ARIZONA 85007

GED TESTING 1978 (CALENDAR YEAR)

*NUMBER OF EXAMINEES IN AGE GROUPS			* YEARS OF FORMAL SCHOOLING COMPLETED		TOTAL NUMBER OF EXAMINEES TESTED	ENGLISH TESTS	SPANISH TESTS	FRENCH TESTS
17-1,044	26--211	35--111						
18-1,554	27--201	36--108	8 & below	1,288	** 9,134	9,007	125	2
19---988	28--186	37--131	9	1,675				
20---674	29--193	38--117	10	2,894	(6,541 Passed)			
21---517	30--166	39---90	11	2,913				
22---470	31--140	40---92	12	364				
23---458	32--136	414-681						
24---332	33--130		Average:	9.9				
25---261	34--141	Average: 24.2						

***TOTAL NUMBER OF ARIZONA HIGH SCHOOL CERTIFICATES OF EQUIVALENCY ISSUED:	7,400	MALES 3,648	FEMALES 3,752

*These are adjusted figures; some of the testing centers did not include the retest examinees in their tally.

**These figures do not show the examinees in the process of taking their GED Tests.

***Scores from GED Testing Centers: 7,219
Based on USAFI (MILITARY) Scores: 39
Scores from GED Service, WA, DC: 45
Duplicate Certificates: 97

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PUBLIC AND PRIVATE AGENCIES

Twelve public and private service agencies were contacted to determine whether they provide assistance to dropouts. Eleven of the twelve do have some programs with no educational requirements. (The exception is the Federal Job Information Center, where all jobs require a diploma or GED.) However, two agencies serve only county residents outside Phoenix city limits and two others accept only individuals over age 17.

Of the seven remaining agencies, three provide either on-the-job training or direct employment. Three others are geared specifically towards employment counseling, placement, and referral but do not themselves provide jobs. The seventh (Terros) deals with substance abuse and other mental health problems, providing counseling and family therapy. Advice on employment possibilities is sometimes part of the counseling. Five of the seven organizations provide GED preparation classes.

Specific information by company/agency name is provided on the following page.

Services Provided

Public & Private Agencies

Arizona Call-A-Teen Youth Resources, Inc. - Dropouts are accepted. They offer the following services: employment counseling, placement, referral, job development, outreach, and follow-up.

Barrio Youth Project - One of their programs enrolls dropouts between the ages of 16 and 21 years. Current enrollment is 25 people. Many more have applied and are on a waiting list.

Chicanos por la Causa - They have programs specifically for dropouts. A youth program is for those between 16 and 21 years of age, and the regular program is for those over 17 years old. 75% of their clients are dropouts. They have GED classes. They have an extensive waiting list.

DES Job Corps - Several of their programs have a high percentage of dropouts enrolled. They have career training and GED preparation. Their clients are between 16 and 21 years of age.

Federal Job Information Center - All of the jobs they hire for require a diploma or GED. Even their summer jobs require that those without degrees be continuing students.

Job Stimulus Program (City of Phoenix) - Accept dropouts from age 16 and up. Clients are recruited through the news media or referred by DES. They hire and train people on the job.

Maricopa County Manpower Operations - They enroll only county residents from outside of Phoenix.

Maricopa Employment and Training Administration - Only people from Maricopa County outside of Phoenix are qualified for their programs.

Opportunities Industrialization Center - They do accept dropouts who are 17 or older. They have job training for the unskilled and underemployed as well as GED preparation classes. They have a waiting list.

Phoenix Human Resources Department CETA Divison - They have 2 programs which serve dropouts. One is the Youth Employment Training Program, which provides part-time employment for those in or out of school. The other is the Youth Community Conservation and Improvement Project, which provides full-time employment for dropouts. Program goals are to get students back in school or make them more employable. A third program, Public Service Employment, only accepts people who are over age 18.

Terros - They have 3 centers, which do serve dropouts. Their main focus is on substance abuse and other mental health problems. They provide counseling and family therapy, and are beginning GED preparation classes.

Urban League - Only accepts those who are disadvantaged, have been out of school at least 6 months, and are over 17 years old. One program, the skill center, only accepts those over 18 years old.

ARMED SERVICES

All branches of the U.S. Armed Services except the Air Force accept enlistees without diplomas or GEDs. In order to enlist at age 17, written parental consent is necessary.

Few young dropouts enlist in the Coast Guard, Marines, or Navy. Many 17 year olds who do enlist defer entrance until after high school graduation. The Army, however, has seen an estimated increase of 15% in enlistment by dropouts, apparently because they recently lowered the requirements for many of their technical schools. According to a recruitment officer in Phoenix, the Army has realized that more young individuals without diplomas are now available, and decided to make enlistment more attractive to them.

Entrance Requirements

U.S. Armed Services

Air Force - Requires diploma or GED.

Army - Accepts 17 year olds with parental consent. Their enlistment categories have been broadened and diploma requirements dropped for many training areas.

Coast Guard - Accepts 17 year olds with parental consent. Most of the 17 year olds who enlist, however, are high school seniors who defer entering until graduation.

Marines - They require a 10th grade education, but 75% of their enlistees have diplomas or GEDs.

Navy - Accepts 17 year olds with parental consent. Most of their schools require an aptitude test but not a diploma. Enlistees are usually 19 or older.

LABOR UNIONS

A young high school dropout would find it difficult to enter a trade apprenticeship program or join a union in the Phoenix area. Seven of the ten unions surveyed accept members under 18 years old, but two of these seven unions require employment as a condition for seeking membership, a condition they thought would be difficult for someone under 18. Six of the ten unions required members to have a GED or a high school diploma.

According to the Department of Labor, Bureau of Apprenticeship and Training, almost all training and apprenticeship programs require a high school diploma or a GED and begin at age 17 at the earliest.

Labor Union

Membership Requirements

	Accept under 18 years old	Must be 18 years old	GED/Diploma Required	GED/Diploma NOT Required	Must have a job
Bricklayers	X		X		
Construction		X		X	
Carpenter	X			X	
Lather	X		X		
Meatcutter	X				X
Painters	X		X		
Plaster/Cement		X	X		
Plumbers		X	X		
Sheet Metal	X		X		
Steel Workers	X				X

Apprenticeship/Membership Requirements

Labor Unions

Department of Labor, Bureau of Apprenticeship and Training - A representative stated that all apprenticeships start at age 17 at the earliest. Almost all training and apprenticeship programs require high school dimploma or GED.

A survey of selected labor unions in the Phoenix area provided additional information:

Bricklayers/Allied Craftsmen Union - Will accept for apprenticeship at 17 but must have a GED or high school diploma.

Construction, Production, and Maintenance Laborers - Must be 18 years old; no education requirements.

Industrial Carpenters Union - Will accept people under 18; do not require GED or diploma. Must take test to enter apprenticeship. Program is full now, closed to new applicants.

Lathers Apprenticeship School - Will accept dropouts but apprentice must obtain a GED within two months and before completing apprenticeship.

Meat Cutters and Butchers - Will accept anyone who has a job in a meat department. No age or education requirements.

Phoenix Painters and Decorators Joint Apprenticeship - High school diploma or GED required. Minimum age: 16.

Plasterers and Cement Masons - Must be 18 years old and have high school diploma or GED.

Plumbers, Steam Fitters and Refrigeration - No education requirements, but must be 18 years old and have proof of age.

Sheet Metal Joint Apprenticeship - Will accept at age 17 with a high school diploma or GED.

United Steel Workers of America - Must have a job in a plant before they are eligible for the union. Can be under 18; no GED or diploma required. Doubtful if someone like this would be hired in a plant.

PART III

THE DROPOUT PROBLEM: JOB OPPORTUNITIES

INTRODUCTION

Information in this section was obtained through a mail survey of the Phoenix Personnel Management Association (PPMA), phone conversations with public service agencies, and mail and phone surveys of several large employers in the Phoenix area. An effort was made to contact representatives from many different fields of employment, to obtain as complete a picture as possible of the types of jobs open to high school dropouts.

PHOENIX PERSONNEL MANAGEMENT ASSOCIATION SURVEY

Letters were sent to 218 members of the PPMA requesting information on hiring practices (see Appendix B for letter and survey forms). Data were also collected on the number of young dropouts hired in the last year and on any increase in such applicants for jobs. Mail or phone responses were received from 94 people, or 43.1% of those surveyed.

Comparatively few respondents indicated a willingness to hire young dropouts, although those over 18 years of age would find the search for a first job somewhat easier. The results are listed here by employment category, and are briefly summarized in Table 5, page 22.

Manufacturing

Of the 21 companies engaged in product manufacture, 18 cannot hire anyone under the age of 18. This is due to health, safety, and insurance laws and regulations. One company will not hire anyone without a hign school degree, one has limited opportunities for dropouts, and one will hire those over age 17. Most have not noticed an increase in the number of young dropouts applying for jobs.

Products covered in this survey include aluminum, electronics components, precision instruments, glass, telephone cable, pharmaceuticals, wallboard, leather goods, and athletic supplies.

Hotel

One hotel chain reported that they do hire young dropouts for housekeeping, front desk, food and beverage work, room service, and bell person. It is also possible for people hired in these jobs to work their way up to better positions. However, the people who do secure these jobs are usually over the age of 18.

The other two hotel chains contacted stated that individual hotels within the chain have their own hiring policies, which may include hiring people without degrees as housekeepers. One company will hire dropouts in their main office for supervised clerical positions, the other will not. There was no increase in young dropout applicants for clerical jobs; no information was available for other types of applications.

General Qualifications for Employment
in the Phoenix Area

Field	Require High School Degree	Age Requirement of 17, 18 or 19 years old	Special Skills
Manufacturing		X	
Hotel			
Supermarket		X (for many jobs)	Math
Convenience Market		X	
Aerospace, computers	X	X	
Printing		X	
Insurance			Typing, math
Health Services		X (for many jobs)	
Banks, Savings	X (for many jobs)		Math, typing
Education	X		
Utilities		X	
Employment Agencies Temporary Personnel		X (for many jobs)	Typing, good appearance, dependability
Local Government	X	X (for many jobs)	
Public Service Agencies			
Miscellaneous	X (for many jobs)	X (for many jobs)	

Retail Supermarket, Convenience Market

There are positions in this field for people under 18 without high school degrees. Supermarket chains contacted state that they hire such people for carryout positions, at minimum wage. One chain indicated that they had hired 550 young people, with and without degrees, in the past year. However, in order to advance to stocker, cashier, or warehouse worker an employee needs skill in practical mathematics. All supermarkets surveyed have had trouble finding young people with sufficient ability in this area. They have found that high school age dropouts usually are not good enough at math to succeed as stockers or cashiers. If they do have sufficient ability in math, they must still be over age 19 to work in either a stocker or warehouse position. Dropouts may be hired in the meat department for clean-up duty, but this position also has age requirements.

The one convenience market chain which responded to the questionnaire will not hire anyone under the age of 19 because their employees must handle liquor.

Aerospace, Computers (other than manufacture)

As might be expected, companies in this highly technical area do not hire dropouts, and most have age requirements as well. Of the four companies surveyed, two have noticed an increase in applications from people without degrees, one has not seen an increase, and one had no information on this subject.

Printing

Two printing companies responded to the survey. Neither hires anyone under age 18. One has noticed an increase in young dropout applicants.

Insurance

Insurance is a field in which the young dropout might find a job. Two of the five companies surveyed will hire young people without degrees. They could be employed as clerks in the mailroom (one company hired approximately 100 mail clerks last year) or at low level clerical jobs. Advancement to many higher level positions would require typing skills and/or ability in mathematics, which would necessitate further schooling. These agencies had not noticed an increase in applications from young dropouts.

Health Services

Six health care agencies responded to this survey. They included four hospitals, one group practice, and one nursing home. Two of them report that they do hire young people without high school degrees. Positions available would be non-technical entry level, such as food service, waitress, bus person, pot washer, and file clerks. One hospital hired 30 people in these positions last year; another hired 75. There are also a few positions each year for patient escorts.

Four agencies will hire young people under certain circumstances. They must be over age 17 or 18 and/or in federal training and school sponsored programs. (One hospital reports hiring approximately 100 people over age 17 last year for entry level positions.)

Only one of these service agencies has seen an increase in the number of applications from young high school dropouts.

Banks, Savings, and Loans

Half of the banks or savings and loans which responded to this survey (4 out of 8) will hire young people without high school degrees. Positions open are entry-level clerical, teller trainee, mail clerk, or maintenance person. Many are part-time only. Three of the financial institutions surveyed will not hire anyone without a high school diploma, and one more will hire such a person only if he/she has experience as an encoder. Two of the banks which do not require a high school education state that most people actually hired do have the diploma, and many have some college experience.

No increase has been noted by these employers in the number of young dropouts applying for jobs.

Education

Four educational institutions responded to the questionnaire. Three of them will not hire anyone without a high school degree. The fourth sometimes employs dropouts in custodial positions, but usually perfers to hire their own students for these jobs.

Utilities

One of the three utility companies surveyed will hire young dropouts as janitorial staff, but requires parental permission. The other two will not hire anyone under age 18.

Employment Agencies, Temporary Personnel

Employment and personnel agencies are looking for clients with a marketable skill. Dropouts under the age of 18 usually do not have such a skill, and thus four of the eight agencies surveyed will not accept them as clients. The other four agencies would accept such clients if they showed intelligence, aptitude, good appearance, dependability, and had a phone, transportation, and typing skills. There are very few young dropouts who could convince a potential employer that they possessed all of these attributes.

One agency did state, however, that people who have been through a vocational, trade, or job training program, are "more than welcome".

Local Government

Limited job opportunities exist for the young dropout in two of the five local governments surveyed. They may qualify as food service workers, custodial workers, city workmen, clerk I, or recreation leaders. There are many other jobs which do not require a high school degree, but do require a combination of age and experience (usually over 18 years of age plus one year experience). These include: sheriff's cook, motor vehicle inspector, parks service worker, custodial worker, sewing machine operator, laborer, cashier, and switchboard operator.

A third local government has written tests for each position. While a high school degree is not required for some jobs, young dropouts usually do not do well on these written exams or on the associated skill tests. Therefore, it is unlikely that they would be hired.

Public Service Agencies

Representatives of eight public service agencies returned questionnaires. One is not involved in job placement, and another does not serve anyone under the age of 18. Six agencies do offer some degree of assistance to the young high school dropout.

Both the Phoenix Job Corps and the Job Corps Women in Community Service provide academic and vocational training for a large number of youth between 16 to 21 years of age. They have low income level requirements and must make background checks on applicants' qualifications. There is currently a waiting list for men, but none for women. This is a program where dropouts can learn the skills necessary for entry level positions in the clerical, health, electronics, contruction, and building maintenance fields.

Positions are also available in the Young Adult Conservation Corps (YACC), for men and women between the ages of 16 and 23. These are year-round jobs in conservation work on public land. Applicants must be unemployed and not currently attending school (students who drop out of school just to join the YACC are not accepted). Enrollees may be employed for up to 12 months at minimum wage. There is no training for urban employment other than in general work habits.

The Youth Conservation Corps offers employment during the summer months only, and will accept dropouts. No one may be employed for more than 90 days in a single year, and Corps members are chosen by random selection.

The Catholic Family and Community Services Agency and the Foundation for Senior Adult Living, Inc. have a few training positions for the unskilled worker in CETA projects. However, their regular staff positions require skilled/ experienced professionals.

Finally, the Maricopa Council Campfire will consider hiring dropouts as clerical and office help if they meet minimum qualifications and are willing to learn. There are not a great number of positions available.

Miscellaneous

Twelve companies could not be easily grouped into categories. They include such areas as building materials, aircraft maintenance, retail distribution, data entry, rental agency, and general clerical. Four of the twelve hire a few young dropouts for entry level jobs, but prefer people with experience. Five companies do not hire anyone under 18 years old, and three will not hire anyone without a degree.

TELEPHONE SURVEY

Several of the largest employers and employment agencies in the Valley were telephoned to ascertain their hiring policies. As is consistent with PPMA survey results, the five manufacturers contacted report that they cannot hire anyone under age 18. Two companies engaged in phone solicitation stated that they will not hire dropouts; as they lack correct articulation, spelling, and legible handwriting, cannot record a verbatim response, and are undependable. All of the employment agencies surveyed have age requirements, and, as previously discussed, prefer people with marketable skills.

The fast food industry, however, appears to offer ample opportunity to young dropouts. They may be employed in many entry-level jobs at minimum wage (or below), as long as they are 16 years old. Without high school diplomas these workers cannot move up into management, but if they can hold their jobs until they reach age 18 they become eligible for employment in some of the other fields already discussed. They can then receive better pay and may have some opportunity for advancement.

ADDITIONAL INFORMATION

Futher information on the dropout problem was obtained through conversations with personnel at local public service agencies.

Three agencies (Call-A-Teen, Chicanos por la Causa, and POIC) have noticed a substantial increase in number of young dropout contacts, particularly females. Call-A-Teen reports that "too much violence in the schools" is increasingly given by their clients as a reason for leaving school. (However, it was not seen as an important reason by respondents in this survey.)

Apparently, dropouts who "sit around" with nothing to do frequently turn to drugs to alleviate their boredom. Terros, a substance-abuse counseling center, reports that they eventually see many such individuals.

There is a general feeling that young dropouts are most successful at finding employment in the following areas: fast food, lawn care, small shops, automotive services, and swap meets. Also, many take low-paying evening or night jobs which are seen as undesirable by more highly skilled workers.

Finally, the Arizona Department of Economic Security (DES) provides booklets addressing both the youth unemployment problem and job qualifications. Table 6 summarizes the types of jobs which may be open to individuals without high school diplomas. The information in this table is condensed from two DES publications: "Jobs for Which a High School Education is Preferred but Not Essential," and "Arizona Occupational Guides." Additional material on youth employment statistics can be found in "Youth: The Employment Scene," also published by DES.

Table 6

Jobs for Which a High School Degree May Not Be Required

Require 4-year Apprentice Program	Skills Learned On the Job	Skills Learned on the Job/or Apprenticeship	Must Pass Exam, Aptitude Test, and/or Physical Exam
Molders	Machine Tool Operators	Automobile Painter	Postal Clerks*
Coremakers	Assemblers	Blacksmiths	Guards
Boilermakers	Boiler Tenders	Electroplaters	Mail Carriers*
Motion Picture Projectionist	Furnitura Upholsterers	Millwrights	Brake Operators
Asbestos and Insulation Workers*	Inspectors	Photographic Laboratory Occupations	Conductors**
Structural, Ornamental, and Reinforcing Iron Workers	Power Truck Operators	Cooks and Chefs **	Licensed Practical Nurse***
Riggers and Machine Movers*	Production Painters	Meatcutters	
Shop Trades	Waste Water Treatment Plant Operators	Bricklayers & Stonemasons*	
	Cashiers**	Carpenters*	
	Shipping & Receiving Clerks	Cement Masons*	
	Stock Clerks	Construction Laborers*	
	Building Custodians	Floor Covering Installers	
	Hotel Housekeeper & Assistants	Lathers	
	Dining Room Attendants & Dishwashers***	Painters & Paperhangers	
	Food Counter Worker***	Plasterers*	
	Waiters & Waitresses	Plumbers & Pipefitters	
	Bellhops & Bell Captains	Roofers*	
	Private Household Workers	Track Workers	
	Auto Parts Counter Workers	Line Installers & PBX Installers & Repairers	
	Gasoline Service Station Attendant***	Automobile Body Repairers	
	Retail Trade Salesworkers	Automobile Mechanics	
	Route Drivers***	Boat Motor Mechanics	
	Merchant Marine Sailors***	Bowling Pin Machine Mechanics	
	Signal Dept. Workers**	Diesel Mechanics	
	Telegraphers, Telephoners, & Tower Operators	Electric Sign Repairers	
	Parking Attendants***	Farm Equipment Mechanics	
	Central Office Craft Occupations	Jewelers	
	Central Office Equipment Installers	Maintenance Electricians	
	Air Conditioning, Refrigeration, & Heating Mechanics	Shoe Repairers	
		Truck & Bus Mechanics	
	Appliance Repairers	Watch Repairers	
	Industrial Machinery Repairers	Floral Designers	
	Locksmiths***		
	Motorcycle Mechanics		
	Piano & Organ Tuners and Repairers		
	Vending Machine Mechanics		
	Nurses Aides, Orderlies, & Attendants		
	Social Service Aides		

*Additional Age Requirement
**Previous Coursework or Training Requirement
***Licensing or Certification Requirement

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PART IV

THE DROPOUT PROBLEM: STUDENT EXPERIENCES AND OPINIONS

INTRODUCTION

The Phoenix Union High School District serves many students who have dropped out of high school and later returned to school, this time at one of the five alternative schools in the district. These alternative schools are Alhambra Extended Program, Bostrom Alternative Center for Education, Continuing Education Center (CEC), Cyesis Center, and North Alternative School.

In January, 1980 a survey was conducted at these five schools. Students who were former dropouts were asked to complete a questionnaire which asked why they dropped out of school, what their plans were, what they did while they were out, and why they returned to school. A copy of this questionnaire appears in Appendix B.

Since the questionnaire was completed only by students who were attending class that day and who were former dropouts, the entire population of the five schools is not represented in the results of this survey. The schools and number of respondents are given in Table 7.

Table 7

Schools and Number of Students Answering Questionnaire

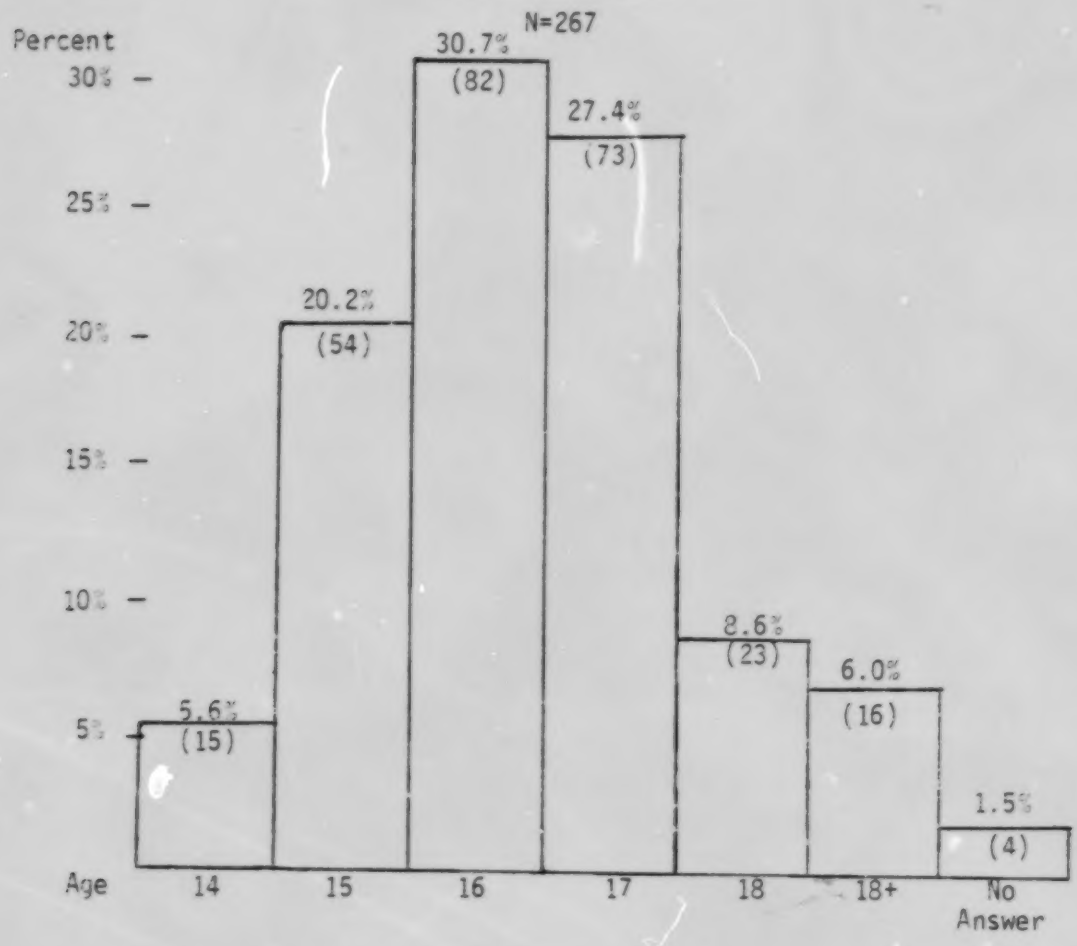
School	Number of Students
Alhambra	35
Bostrom	97
CEC	105
Cyesis	10
North	20
Total	267

AGE OF STUDENTS

Students responding to the survey ranged in age from 14 years to over 18 years. State law provides for education for children between the ages of 6 and 21 years, so it is possible that a few of the students who were "over 18" may have been as old as 20 years.

Most of the students (78.3%) were 15, 16, or 17 years old, as shown in Table 8, with the largest percentage being 16 years (30.7%), closely followed by the 17-year-olds (27.4%).

Table 8
Age of Students



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The percent of students 18 years old (8.6%) and over 18 years (6%) is dramatically less than the number of younger students. The older dropout is more likely to be eligible for GED programs, entry level jobs, or vocational educational programs, as described in Parts II and III of this report; the younger student may find his/her efforts to find a job or obtain further education futile because of age requirements.

Many of the students report that they were dropouts for less than three months (Table 15). It is possible that they found out very quickly that their age, as much as anything, determined their options and opportunities outside of school.

Table 9, below, shows the age of students by school. Alhambra tended to have more older students, while North had more younger students. The average age of students at Bostrom, CEC and Cyesis was 16 years.

Table 9

Age of Students by School

N=267

Age	Alhambra	Bostrom	CEC	Cyesis	North	Total
14	0	4 4.1%	7 6.6%	1 10.0%	3 15.0%	15 5.6%
15	1 2.9%	20 20.6%	24 22.9%	1 10.0%	8 40.0%	54 20.2%
16	7 20.0%	28 28.9%	37 35.3%	4 40.0%	6 30.0%	82 30.7%
17	11 31.4%	29 29.9%	30 28.6%	1 10.0%	2 10.0%	73 27.4%
18	7 20.0%	9 9.2%	6 5.7%	1 10.0%	0	23 8.6%
18+	9 25.7%	5 5.2%	0	2 20.0%	0	16 6.0%
No Answer/ Incomplete	0	2 2.1%	1 .9%	0	1 5.0%	4 1.5%
Total	35 100.0%	97 100.0%	105 100.0%	10 100.0%	20 100.0%	267 100.0%

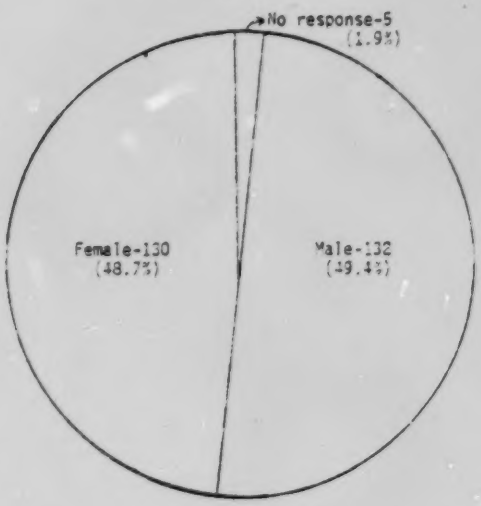
SEX OF STUDENTS

Approximately half of the students responding to the survey were male (49.4%) and half were female (48.7%), as seen in Table 10. Only 1.9% did not respond to this question.

Table 10

Sex of Students

N=267



With the exception of Cyesis, which serves only females, the population at each school was also almost equally divided between males and females. At Alhambra and North there were a few more females than males, but at Bostrom and CEC there were more males than females, as seen in Table 11.

Table 11

Sex of Students by School

N=267

	Alhambra	Bostrom	CEC	Cyesis	North	Total
Male	16 45.7%	49 50.5%	58 55.2%	0	9 45.0%	132 49.4%
Female	19 54.3%	44 45.4%	47 44.8%	10 100.0%	10 50.0%	130 48.7%
No Answer	0	4 4.1%	0	0	1 5.0%	5 1.9%
Total	35 100.0%	97 100.0%	105 100.0%	10 100.0%	20 100.0%	267 100.0%

These figures are similar to districtwide percentage figures for dropouts in 1978-79 (see Table 13). Of the total District dropout population (5435) there were 53.4% males (2904) and 46.6% females (2531). Sex does not appear to be a predictor of either the dropout or the returnee.

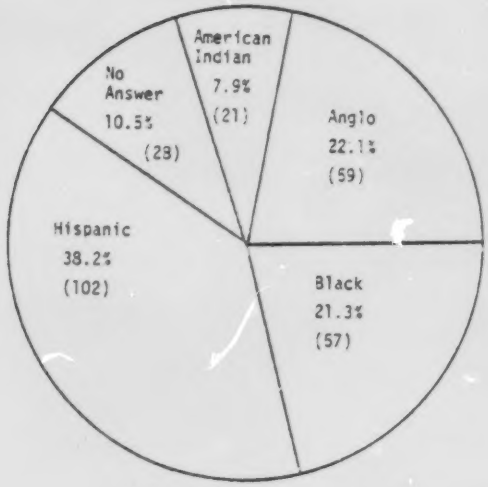
ETHNIC DISTRIBUTION OF STUDENTS

Of the total number of students responding to the survey (267) the largest percentage was Hispanic (38.2%), followed by Anglo (22.1%), and Black (21.3%). The smallest percentage of respondents was American Indian (7.3%). There were no Asians. Table 12 illustrates this ethnic distribution.

Table 12

Ethnic Distribution of Students
Responding to Survey

(Total) N = 267



The ethnic percentages represented in this survey differ from those of Districtwide dropouts as a whole (Table 13). Proportionately, more Anglos dropped out of District schools (52.0%) than answered this survey (22.1%), as shown in Table 12. Conversely, more Hispanics (38.2%) and Blacks (21.3%) participated in the survey than had dropped out of District schools last year (30.8% and 12.7%, respectively).

Table 13

Dropouts by Race

1978-79 District Figures

	American Indian	Anglo	Hispanic	Black	Asian	Total
Total Dropouts	206	2,828	1,676	692	33	2,904 (male) 2,531 (female) 5,435 Total
Percent of Total Dropouts	3.8	52.0	30.8	12.7	.7	53.4% (male) 46.6% (female)
Total Enrollment by Race	776	19,965	6,523	3,478	321	31,063
% Dropouts by Race	26.5	14.2	25.7	19.9	10.3	

At individual schools where this survey was conducted (Alhambra, Bostrom, CEC, Cyesis, and North) ethnic percentages of respondents varied. There was a large Anglo response at Cyesis (70%) and Alhambra (60%). The largest Black response was at North (35%) followed by CEC (30.5%), and the largest Hispanic response was at CEC (49.5%) and Bostrom (39.2%). The greatest number of American Indians (10) attended Bostrom, but North had the largest percentage of American Indians in the sample (20%).

Table 14

Ethnic Distribution of Students - By School

N = 267

	Alhambra	Bostrom	CEC	Cyesis	North	Total
American Indian	2 5.7%	10 10.3%	5 4.8%	- -	4 20.0%	21 7.9%
Anglo	21 60.0%	21 21.6%	8 7.6%	7 70.0%	2 10.0%	59 22.1%
Black	1 2.9%	16 16.5%	32 30.5%	1 10.0%	7 35.0%	57 21.3%
Hispanic	4 11.4%	38 39.2%	52 49.5%	2 20.0%	6 30.0%	102 38.2%
No Answer	7 20.0%	12 12.4%	8 7.6%	- -	1 5.0%	28 10.5%
Total	35 100.0%	97 100.0%	105 100.0%	10 100.0%	20 100.0%	267 100.0%

These figures can be correlated with information in Table 15, which shows how long students were out of school. It is evident that Hispanics came back to school more readily than other ethnic groups, and, as shown above, in greater proportion than any other ethnic group. The percentage of Anglo students is less than might be anticipated when comparing dropout figures for last year (Table 13).

HOW LONG OUT OF SCHOOL?

Many students did not stay out of school very long. As shown in Table 15, 43.8% stayed out less than three months. More of these were female than were male. However, more males than females did not answer this question or gave inadequate information, and it is possible that some of these males may also have returned to school a short time after dropping out.

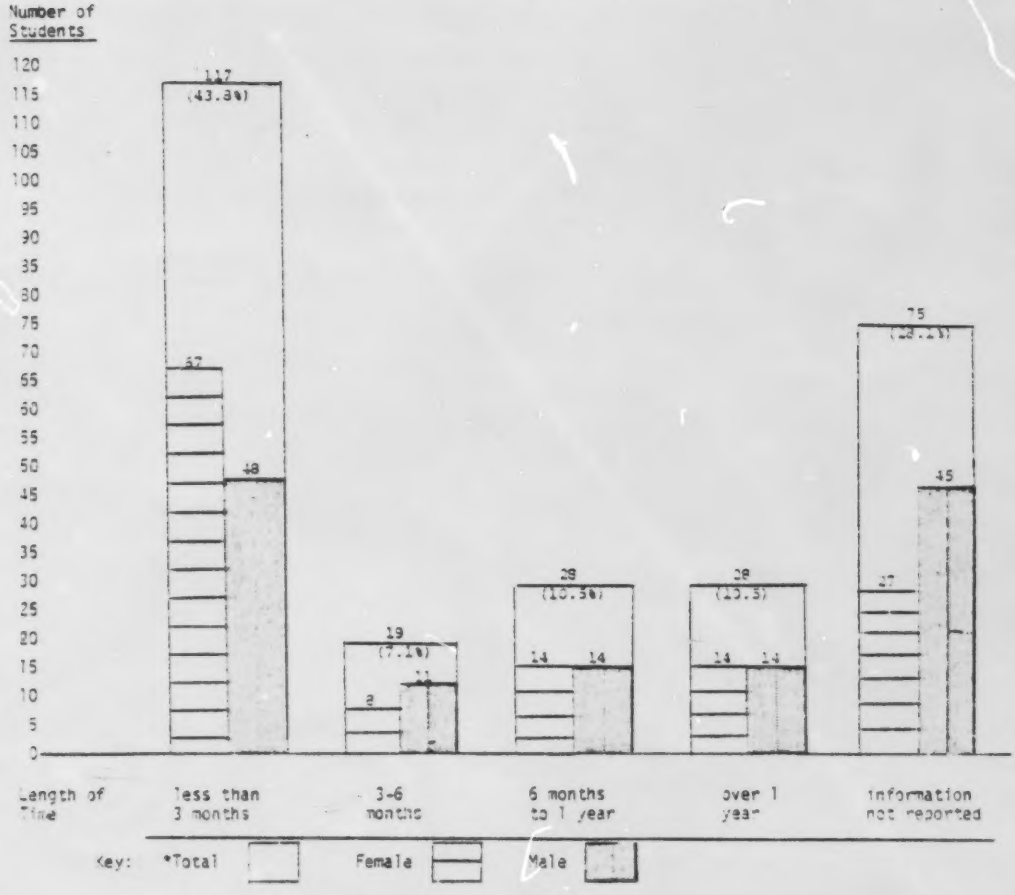
Altogether, over half of the females (51.5%) reported they were back in school at the end of three months, but only one-third of the males were (36.4%).

Table 15

How Long Out of School?

(*Total and Male/Female)

N=267 N=262



*Totals differ from Male-Female totals; 5 students did not report sex (see Table 10) but did report length of time out of school.

Table 16

How Long Out of School?
(Male Students by Race) N = 132*

	American Indian	Anglo	Black	Hispanic	No Race	Total
less than 1 month	1 10.0%	4 14.8%	8 23.6%	11 24.4%	2 12.5%	26 19.7%
1 - 3 months	5 50.0%	4 14.8%	3 8.8%	10 22.2%	- -	22 16.7%
3 - 6 months	- -	2 7.5%	7 20.6%	1 2.2%	1 6.3%	11 8.3%
6 months to 1 year	1 10.0%	4 14.8%	3 8.8%	4 8.9%	2 12.5%	14 10.6%
over 1 year	- -	9 33.3%	- -	4 8.9%	1 6.3%	14 10.6%
no answer/ incomplete	3 30.0%	4 14.8%	13 38.2%	15 33.3%	10 62.4%	45 34.1%
Total	10 100.0%	27 100.0%	34 100.0%	45 100.0%	16 100.0%	132 100.0%

Table 17

How Long Out of School?
(Female Students by Race) N = 130*

	American Indian	Anglo	Black	Hispanic	No Race	Total
less than 1 month	5 45.4%	3 9.7%	7 33.3%	14 25.4%	2 16.7%	31 23.8%
1 - 3 months	3 27.3%	9 29.0%	3 14.3%	19 34.5%	2 16.7%	36 27.7%
3 - 6 months	- -	4 12.9%	1 4.8%	3 5.5%	- -	8 6.1%
6 months to 1 year	- -	4 12.9%	3 14.3%	4 7.3%	3 25.0%	14 10.8%
over 1 year	2 18.2%	6 19.4%	1 4.8%	5 9.1%	- -	14 10.8%
no answer/ incomplete	1 9.1%	5 16.1%	6 28.5%	10 18.2%	5 41.6%	27 20.8%
Total	11 100.0%	31 100.0%	21 100.0%	55 100.0%	12 100.0%	130 100.0%

*267 students responded to the survey. Five students did not identify their sex.

When looking at length of time out of school according to ethnic distribution (Tables 16 and 17) a number of observations can be made. Among Hispanics, 59.9% of the females and 46.6% of the males returned in less than three months. A large percent of Black females (47.6%) also reported returning within that time span. Black males returned at various times within one year, and none reported having been out of school for over one year. Among American Indians, 68.2% reported having returned in less than three months.

Anglo males and females responded differently to this question than other ethnic groups. They tended to return to school less quickly. Only three Anglo females (9.7%) reported that they returned in less than one month, and slightly more than one-third of the females (38.7%) returned in less than three months. Anglo males stayed out of school the longest of any of the ethnic groups: 14.8% of the Anglo males reported they were out of school for 6 months to one year, and one-third of the Anglo males (33.3%) reported that they were out for over one year.

Districtwide, Anglo males comprised 54.0% of total male dropouts, but they comprised only 20.5% of the total males in this survey. Their tendency to stay out of school may signify that they had more options (job, travel, school) or more parental support than their minority counterparts and therefore felt less need to come back to school.

Anglo females comprised only 23.8% of the total females in this survey (although Districtwide they comprised 49.8% of female dropouts). Like the Anglo males, their tendency to stay out of school longer may indicate that they had options similar to the Anglo males, which accounts for their lower and slower return rate.

ETHNIC DIFFERENCE IN RESPONSE

For the following questions, the frequency of each response within different ethnic groups was compared to the overall frequency of that response, using a series of Kolmogorov-Smirnov Two-Sample Tests. At the .05 level, none were significant. This indicates that the percentages shown in Tables 18 through 23 accurately represent the replies of all ethnic groups surveyed. Therefore, the replies of American Indian, Anglo, Black, and Hispanic students will not be discussed separately.

WHY DID YOU LEAVE SCHOOL?

The ten most frequent reasons given for dropping out of school are shown in Table 18, along with the percentage of students checking each answer. (Percents sum to more than 100%, as multiple answers were possible.) Significantly, eight out of ten of these reasons concern dislike of school, bad grades and attendance. Transportation or financial hardship were rarely mentioned, while family and personal problems influenced only 16% and 15% respectively. Less than 20% of the students were already employed (either full or part-time) when they left school. The impression given is that these students did not like their classes (40.8%) or teachers (37.5%), did poorly in school, and simply stopped attending. Almost half of them were then kicked out of school for poor attendance.

Table 18

Why Did You Leave School?

(Ten most frequently listed reasons)

Reason	Percent of Students Citing
1. Kicked out for poor attendance	49.1%
2. Did not like my classes	40.8%
3. Did not like my teachers	37.5%
4. School attendance/policy	27.3%
5. Got bad grades/felt discouraged	26.2%
6. Don't like school	24.7%
7. (Got kicked out for) poor grades	16.9%
8. Family problems	16.1%
9. Personal problems (illness, pregnancy, etc.)	15.4%
10. Could not get courses I wanted	12.4%

(Average number of responses per student = 3.6)

WHAT WERE YOUR PLANS?

Many of these students had not given a great deal of thought to the future when they dropped out of high school. Almost 35% had no plans at all or were just planning to "rest for a while" (see Table 19). Only 15.7% of the respondents were leaving school to work at a job they already had, while 37.1% hoped to go to work but didn't actually have jobs.

Some (26.6%) dropouts wanted to get a GED rather than finish high school: these students had apparently not investigated age requirements for taking the GED exam. Even after dropping out of school for some time and then returning, 56.5% of the respondents are still too young to take the GED exam at all, and another 27.4% are too young to take it without special permission. Much of the same problem would have faced the 16.9% of dropouts who planned to go to a trade or vocational school. Either age or degree requirements would have kept them out of all but a few schools (see Part II of this report for a discussion of school requirements). Thus, it appears that many dropouts have an appallingly unrealistic view of the world they will face upon quitting school.

Table 19

What Were Your Plans?

(Five most frequently listed reasons)

Plan	Percent of Students Citing
1. Go to work (I did not have a job)	37.1%
2. Get a GED	26.6%
3. I had no plans	19.1%
4. Go to a trade/vocational school	16.9%
5. Work full-time (I had a job)	15.7%
Just rest for a while	15.7%

(Average number of responses per student = 2.1)

HOW DID YOUR PLANS WORK OUT?

Table 20 shows what actually happened to these students when they dropped out of high school. The largest number report that they "just sat around," and over 10% got in trouble with the law. While only 14.2% state that they failed to get their GED certificates, it can be assumed that the actual proportion is closer to 100%, as individuals who had obtained a GED would not usually be attending an alternative high school.

Far fewer repondents were able to get a job, work at a job they already had, or learn a trade than had planned to do so. Those dropouts who had found jobs were asked to state what type of work they had done. Fifty-one students (19.1%) answered this question, and their replies are summarized in Table 21. Predictably, most had been employed in low-paying positions which offered little prospect of advancement.

In summary, dropout expectations for the future were rarely met. The only exception to this rule is that students who had planned to "rest for a while" got to do just that: they "sat around."

Table 20

How Did Your Plans Work Out?

(Five most frequently listed reasons)

What Actually Happened	Percent of Students Citing
1. I just sat around	28.1%
2. I found a job	25.8%
3. I didn't get my GED	14.2%
4. I got into trouble with the law	10.9%
5. I learned a trade while working	8.6%

(Average number of reponses per student = 1.4)

Table 21

Positions Secured by PUHSD Dropouts After Leaving School

Position	Number Hired
Restaurant (Fast food, grill, assistant cook, etc.)	7
Busboy, dishwasher	6
Store, bag boy	4
Factory	4
Warehouse	4
Labor, construction	4
Clerical	3
Truck loader	2
Fiberglass	2
Carpenter	1
Orderly	1
Video tape machine operator	1
Plumbing	1
Painting	1
Car wash	1
Janitor	1
Mechanic	1
Cashier	1
Cabinet top work	1
Print shop	1
Upholstery	1
Palm tree trimming	1
Phone solicitor	1
Certified ceramics teacher	1
Total	51

WHY ARE YOU BACK IN SCHOOL NOW?

The five most frequent responses to this question (see Table 22) indicate that dropouts saw no future in what they were doing. They felt they needed more education in order to get better jobs and support themselves or their families.

Over one-third were bored being out of school: many of these may have been the respondents who "just sat around." Only 16.1% reported that their parents made them go back to school. This may indicate a lack of parental concern with obtaining a high school diploma, or it may simply indicate that these students had "tuned their parents out," as teen-agers are wont to do.

Table 22

Why Are You Back in School Now?

(Five most frequently listed reasons)

Reason	Percent of Students Citing
1. I wanted to graduate so I could have more opportunities (higher education, better job, etc.)	70.8%
2. I needed more education to support myself/my family	40.8%
3. There was no future in what I was doing	36.7%
4. I was bored being out of school	34.5%
5. My parents made me go back to school	16.1%

(Average number of responses per student = 2.6)

WHY ARE YOU IN STAYING IN SCHOOL NOW?

On an open-response question, students were asked to give their own reasons for staying in their current schools. Answers which refer specifically to an attribute of the alternative school are listed in Table 23. They have been grouped into categories wherever possible. (Responses which merely duplicate information from the last question, such as "to get a better education", are not listed.)

The greatest number of students replied simply that the alternative schools are "good schools" and that they like them. More specifically, respondents appreciate the amount of individual assistance in the classroom, and see their teachers as more caring and helpful than those in previous schools. Some individuals (particularly from CEC) like their current school because it is stricter and they can't "get away with" as much disruptive behavior, thus, even stricter discipline is seen as a sign that teachers really care.

Taken together, these answers indicate that some students who are unable to function in a large urban high school may be able to succeed in a smaller school with more personalized surroundings.* In a school where students, teachers, and staff know each other personally, students can feel that others care about their progress and are willing to help them. They are perhaps less afraid to ask for help when necessary, and teachers seem to notice more readily when students need assistance.

Also, teachers at alternative schools have specifically chosen to work at those schools. They often have different philosophies and attitudes about education than do teachers at regular schools. These attitudes are reflected in their teaching styles, which these students seem to respond to more readily.

Finally, the shorter school day or the opportunity to go to school at night are of prime importance to certain students. Many need to work to support themselves or their families. Others find they are unable to control their behavior in a classroom situation for a full day, but are able to profit from a half day at a time. For both of these groups of individuals, an alternative school is essential.

*Note that in the alternative schools it is not smaller class size which seems to be important (many classes are as large as those in regular schools), but the overall school size (total number of students).

Table 23

Why Are You Staying in School Now?

	Reason	Number of Responses
1.	It's a good school	48
2.	Shorter school day	25
3.	More individual help	17
4.	The teachers	17
5.	It's stricter	11
6.	It's a good program	9
7.	Convenient location	7
8.	It's a smaller school	6
9.	The people	4
10.	Treated as an adult	3
11.	To stay out of trouble	3
12.	I'm not around my friends	2
13.	I'm getting better grades	2
14.	The atmosphere	2
15.	Help in finding a job	2
16.	Counselors	1
17.	Don't want to stay home	1
18.	The nursery for my baby	1
19.	To meet people, have fun	1
	TOTAL	162

DIFFERENCES BETWEEN MALE AND FEMALE RESPONSES

There were no significant differences in response between male and female students on the question "Why did you drop out of school?" or "Why are you back in school now?" (Kolmogorov-Smirnov Two-Sample Test, $p>.05$). In this group, then, males and females had the same reasons for dropping out of school, and the same factors led both sexes to return. However, there were significant differences by sex in the plans individuals had on leaving school and in what happened to them after they left ($p<.05$).

Table 24 shows percentages of male and female responses to the question "What were your plans?". More males than females planned to find jobs, work at jobs they already had, or learn a trade while working. (However, the proportions of male and female students planning to go to a trade/vocational school were about equal.)

More female respondents planned to get a GED certificate, to get married, or to stay at home to take care of the family. The percentage of females who had no plans was also higher than that of males. In general, however, the majority of dropouts of both sexes planned to work or learn a trade.

As previously mentioned, students' plans did not work out as well as expected. Table 25 shows what happened to male and female dropouts after they left school. Differences in plans are reflected in these results: more males than females got jobs or learned a trade while working, more females became full-time wives and mothers and/or stayed home to take care of their families. There were also some unplanned results. More males than females got in trouble with the law, and more females "just sat around".

Table 24

What Were Your Plans?

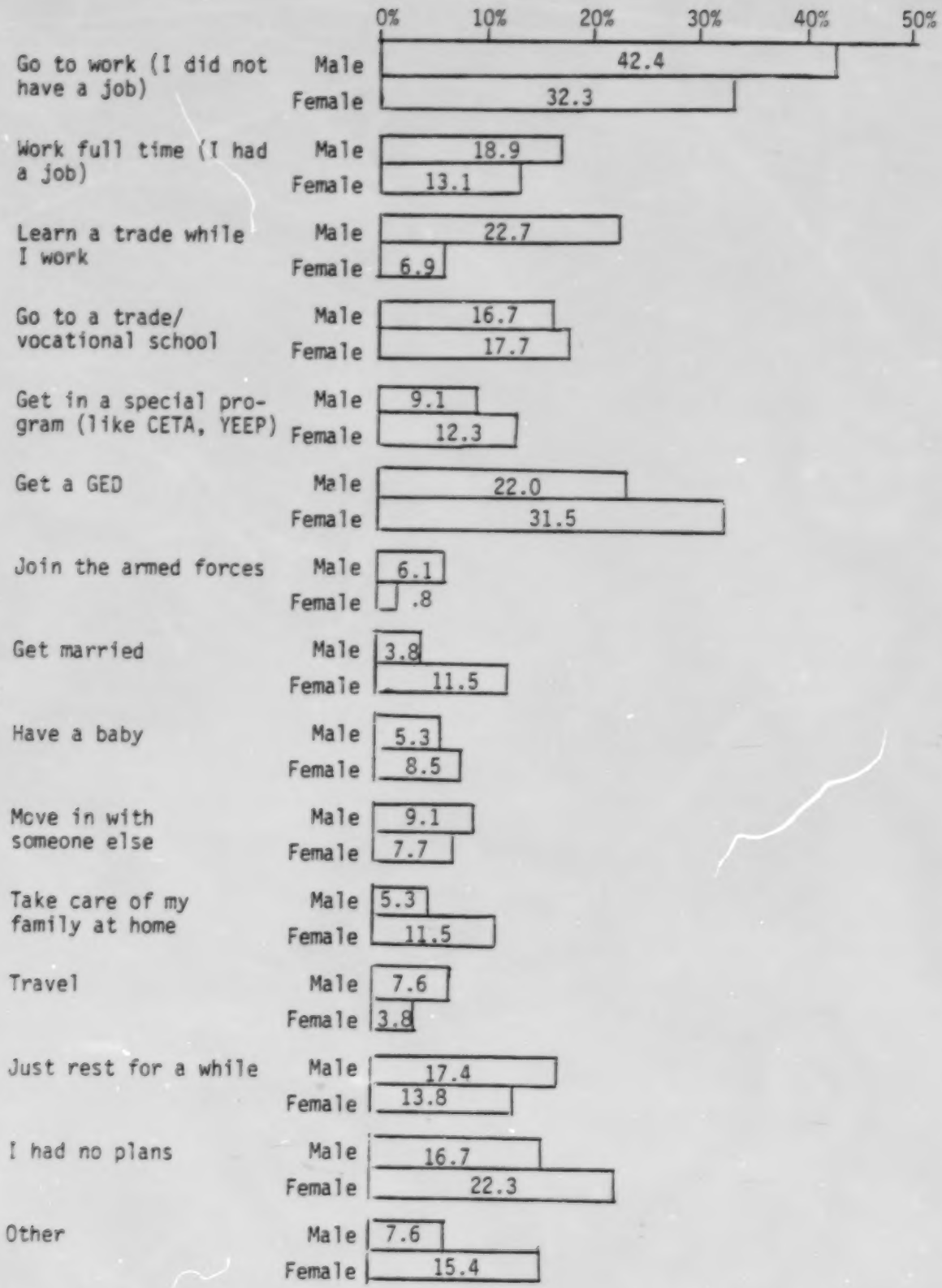
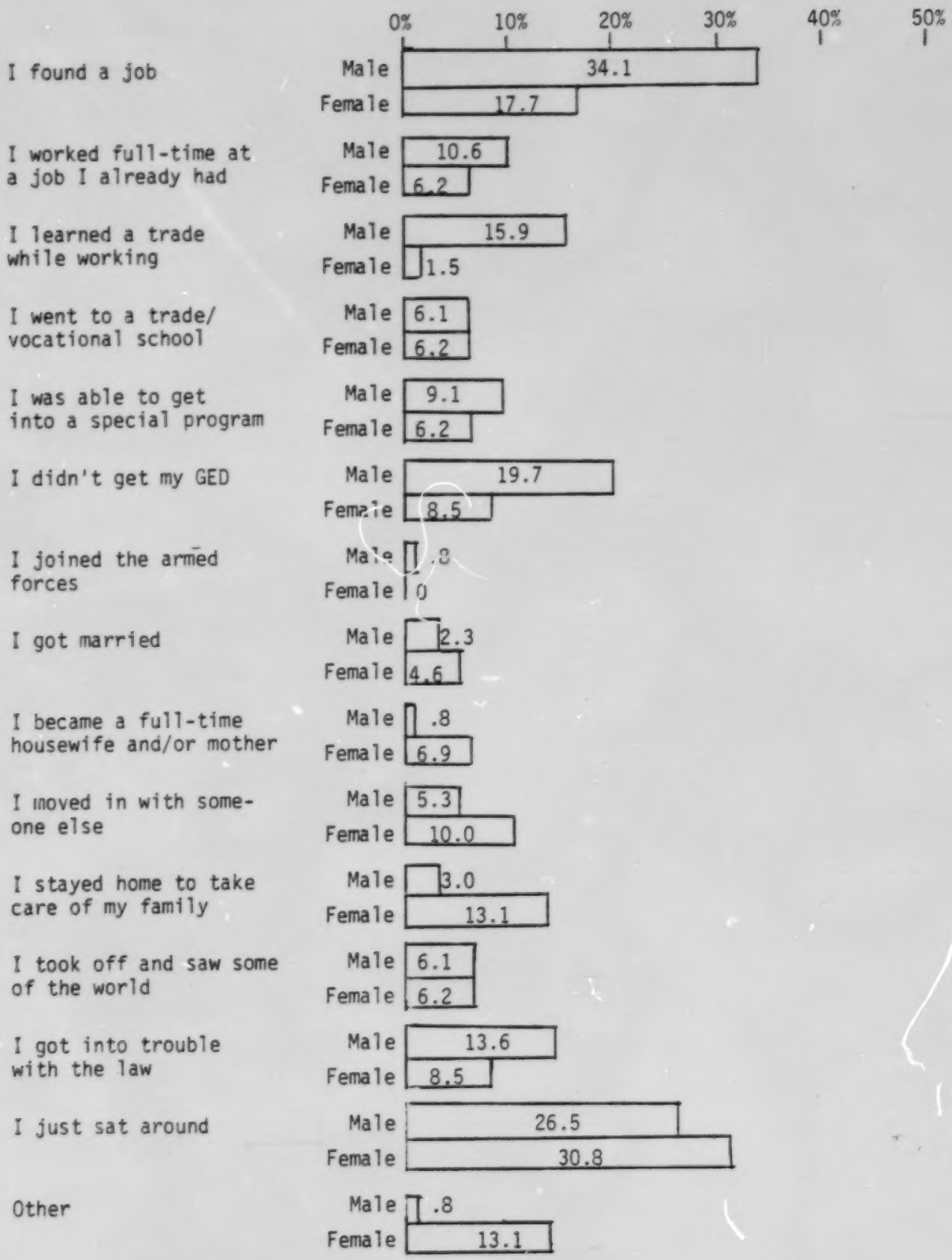


Table 25

How Did Your Plans Work Out?



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DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

The former dropouts surveyed had many helpful comments, which are reproduced in full in Appendix A . Some of these comments suggest improvements in school programs, while others are directed at counseling potential dropouts. There are many more personal comments which would be valuable evidence to present to other students on the verge of dropping out.

Student ideas for program changes include:

1. Smaller campuses
2. Make classes more interesting
3. Better teachers, teaching methods
4. Enforce attendance policies more strictly
5. Lower student/teacher ratios
6. Enforce rules more uniformly
7. Smaller classes
8. More work experience classes
9. Have "breaks" during the day
10. More sex education classes
11. More nurseries, day care centers at schools

Student ideas about help for potential dropouts involve:

1. More opportunities like Bostrom.
2. Commercials or advertisements to tell dropouts about alternative programs.
3. Talk to potential dropouts about their feelings and what bothers them about school.
4. Stress that they need education to make good pay.
5. Have a former dropout talk to students who are about to withdraw.
6. Call them up and tell them about night school.
7. Give them something to look forward to going to school for.
8. Pay students for going to school (note: some type of behavioral modification token/reward system might be similar).
9. Let people do "correspondence" work: work at home and bring it in to be
10. corrected.
    Stress how far they've already come in school and how little there is to complete.

SUMMARY OF DROPOUT SURVEY

Most of the students responding to this survey were 15 through 17 years old, and many had been out of school for less than 3 months. Half were male, half female. While the largest percentage was Hispanic, there were also many Anglo and Black respondents. Only a few were American Indian, and none were Asian. Anglo students generally stayed out of school longer than members of other ethnic groups, and a smaller proportion of Anglo dropouts returned to school.

The primary reasons these students left school were "Kicked out for poor attendance," "Did not like my classes," and "Did not like my teachers." A large percentage had no plans for the future, and only 15.7% already had jobs.

After they dropped out of school 25.8% of these students found jobs, but almost 30% "just sat around," and 10.9% got into trouble with the law. The dropouts who became employed had entry-level, low paying jobs; many with little possibility of advancement. As a result of these experiences, 70.8% of respondents came back to school to graduate and have better job or educational opportunities. They were bored, saw no future in what they were doing, and needed more education to support themselves and their families.

These students now find that they like their alternative schools better than regular high schools. They appreciate the shorter school day (many have to work), like the teachers better, and feel that they receive more individual help. They offer concrete ideas for school program alterations, and methods to attract former dropouts back into high school. Their comments are pungently summarized by one student, who writes:

STAY IN SCHOOL FOOL!

CONCLUSIONS

Part I -

1. The rising dropout rate in the Phoenix Union High School District is seriously affecting the district's operation and programs.

Part II -

1. Few career/vocational schools in the Phoenix area accept students without high school degrees or GEDs.

2. It is difficult for young high school dropouts to obtain loans to attend career/vocational schools, even if accepted, because they are considered poor credit risks.

Part III -

1. There are few jobs available for dropouts before they reach the age of 18.

2. Even employers who could legally hire young dropouts often will not do so, because dropouts are "non-finishers" and are considered to lack perserverance and good work habits.

3. Local employers surveyed have stated that dropouts do not have the math or reading skills necessary for even simple jobs, and they are almost entirely unaware of desirable work habits. (Unfortunately, some employers also express these opinions about recent high school graduates.)

Part IV -

1. The major cause of dropouts according to this and other surveys, is that students are increasingly "turned off" by their schools, teachers, and programs.

2. Current alternative programs are seen as more attractive than regular schools to the students enrolled in these programs.

3. Former dropouts now in alternative schools report being adversely affected by the impersonal atmosphere and lack of discipline in their previous schools.

4. These same dropouts felt that more work should have been required of them in regular high school. There seems to be a need for more structure to the educational process, not less.

5. Many students who drop out of high school, according to this survey, have not made any plans at all for the future. They are appallingly unaware of the consequences of dropping out, including the lack of employment opportunities for 16 to 18 year olds without a high school diploma.

6. When contacted personally, many recent dropouts express an interest in returning to school. Some enroll as a direct result of the contact. (Alhambra Extended Program received 211 requests for information after a dropout mail survey in fall, 1979. When contacted 12 people registered immediately, and 9 had already registered. Seventy-four (74) dropouts showed interest but were not eligible, and were directed to other programs.)

RECOMMENDATIONS

Part I -

1. Assess student needs versus programs offered, especially in schools with higher dropout rates.

*2. Alter current attendance policy and contact, by phone, students who have missed more than three days of school.

3. Establish a more aggressive follow-up policy for recent dropouts, including personal telephone calls and radio and television "public service" commercial.

4. Develop a system where potential dropouts are contacted by former dropouts and informed of the options and experiences ahead.

5. Where possible, collect information from withdrawing students on what factors particulary "turned them off" to high school, with an eye towards continued revision of available programs.

Part II -

1. Send information on alternative programs to local counseling programs, vocational schools, unions, and other community agencies. These institutions could refer dropouts back to alternative schools when they apply for programs or jobs which require a high school degree.

2. Publicize the new 4-year career/vocational school by the same methods suggested for alternative schools, stressing that it provides graduates with both a regular diploma and marketable job skills.

Part III -

*1. Within the regular high schools, include course work to assure that every PUHSD graduate has the math skills, reading skills, and knowledge of proper work habits necessary to perform adequately at a basic employment level.

Part IV -

1. Publicize the existing alternative schools more widely in regular schools, so that students who are on the verge of quitting school will be aware of them. Explain the differences between alternative programs so students can select the one they feel is best.

*2. Consider more alternative programs or the re-structuring of existing programs to allow for a shorter school day for working students, smaller schools, stricter attendance and behavior policies, more personal contact, etc. A need for these features has been demonstrated in the comments of former dropouts about their alternative schools.

*Board Policy would have to be changed to implement this recommendation.

*3. Consider having alternative school programs open to regular students, as space permits. This might prevent some potential dropouts from leaving school altogether.

*4. Broaden admittance policy to alternative schools; encourage potential dropouts to refer themselves to an alternative program of their choice.

5. Survey suspended students or students referred to Opportunity Hall to find out what they like and dislike about their classes and teachers. Modify the student's schedule if obvious conflict is apparent.

*6. Consider offering students/teachers the option of developing their own curriculum and writing a limited contract for completion of their "course". A seminar or independent study format could be used, and the student could earn credits toward graduation.

7. Consider a behavior modification system to encourage attendance and punctuality. Offer "rewards" such as tokens for food and/or drink, use of certain materials or facilities, field trips, etc. for good performance.

*8. Consider offering credit toward graduation for job experience as an incentive for dropouts to return to school. Limit this policy to be in line with district work experience programs, including a limit on credits earned in this manner.

General Recommendations

*1. Establish a special one-week class for potential dropouts in regular high schools. Present information on what types of vocational schooling and employment are and are not available, and what qualifications are necessary. Discuss work habits and job finding. Also, live or film conversations with former dropouts would be very instructional. Attendance in regular classes should not be required during this time. The class should be structured so that students are able to make a more informed decision on whether to leave school, and those who do choose to leave will be better prepared for the consequences. (Stress an impartial, factual presentation rather than "preaching" at the students.)

2. Cooperate with "feeder" elementary districts to identify potential dropouts and work with them before they enter high school.

3. Present information to grades 6 to 8 in local schools on the practical and financial advantages of completing high school (as in recommendation #1). Describe the types of programs available in PUHSD high schools, including alternative schools and vocational programs.

4. Present the same type of information as described above in freshmen orientation at each high school.

5. Familiarize student body organizations within each high school with "The Dropout Problem" and encourage them to take an active role in dropout prevention.

*Board Policy would have to be changed to implement this recommendation.

6. Include this report in Inservice Training for Counselors and Teachers to sensitize them to the materials contained herein.

7. Ensure that copies of this report are available to students in each high school's resource room, library, and career center. Also place a copy in Opportunity Hall.

IMPLICATIONS

The information presented in this report has many implications, both for the Phoenix Union High School District and for the potential dropout.

For the dropout, it indicates that a lack of education eliminates job and training opportunities in all but a few skill areas. When legal, insurance, and other requirements are taken into account, the high school dropout under age 18 has very little chance to learn a skilled job or trade. Even in areas theoretically open to them, young dropouts face rejection both because they have not proven that they have good work patterns and because they have shown a lack of perseverance by not obtaining a diploma.

For the school district, the information presented means that the dropout problem will continue and that the district's current methods of dealing with the problem are not sufficient. The increasing number of dropouts implies that schools are not meeting many student's needs. An assessment of school programs in relation to those needs is in order, focusing on teaching strategies and human relations factors as well as course content. Such an assessment might indicate new programs which should be provided, as well as modifications to existing programs to help reduce the dropout rate. Also, there may be a need for more alternative high school programs which would encourage dropouts to return to school.

Some of the surrounding high school districts feel that their attendance policies and alternative programs have substantially lowered the dropout rates. This district might need to follow-up on dropouts more aggressively as well as to investigate methods used by other districts.

Presenting school counselors with the information in this report would assist them in counseling potential dropouts. The purpose would be two-fold: to encourage students to remain in school, and to enable those intent on leaving to be as well prepared as possible for the consequences.

Finally, this report has broad implications for budget considerations and school program design as well as attendance, approved course of study, and board policies. It is important that the Phoenix Union High School District School Board be aware of the information in all sections of this report when determining district policy and program implementation over the next several years.

NOTE: The authors are aware that the conclusions of a districtwide needs assessment study in 1977-78 differ from those in the current dropout survey. The positive and negative factors of school appear to be very different for the two groups. A later study will deal with this issue.

APPENDIX A

COMMENTS BY FORMER DROPOUTS

(Comments are reproduced verbatim, with the exception that personal names, school names, and obscenities have been deleted.)

Alhambra

Question #4: WHY DID YOU DROP OUT OF SCHOOL?

- I was denied admittance in Tucson, because I was not living with my legal guardian. I had left home in California and was living with my brother and his family. I last attended school 6-79.
- Got married, moved and planned on attending a night school program to finish my last year, and work full-time. After I get my diploma, I plan on going to college.
- Teachers didn't help out much. I wanted my diploma early so I could start my career. I got discouraged.
- Couldn't get in without father in town. He lives across county!!
- Moved out of parents home, couldn't support myself and go (but was let back in) to school also.
- Moved here and didn't want to go through one year of school. This would be easier to get my diploma. My grades were poor and probably wouldn't graduate anyway.
- Wasn't going to pass all classes and must get GED to go in Navy.
- I didn't feel that it was worth waking up for anymore.
- Teachers didn't explain things right.

Question #4: WHY DID YOU DROP OUT OF SCHOOL?

- Moved away
- Not so much did not like teachers, but poor teaching system - Teacher helped kids cheat on tests.
- Couldn't adjust to a big school
- Didn't want to go to class...it was boring.
- Wasn't learning anything from it.
- Mother got sick
- Had operation and too far behind
- Got behind and it was too hard to make up credits
- Wasn't worth my time because the classes weren't fun to go to
- I had a lot of problems with ditching
- Just couldn't stay in classes, work was hard, goofed around a lot. Now I REGRET IT!!
- Kind of hard on me to catch on things
- Got in too many fights
- Too much pinball places around school
- School *!@#
- Ran away to Flagstaff
- Poor attitude toward school
- Boring
- _____ *!@#
- Boring
- Boring
- _____ *!@#
- I like and school and I would like to finish school some kind of way. To make my parents happy some kind of way.

Continuing Education Center

Question #4: WHY DID YOU DROP OUT OF SCHOOL?

- Was behind in credits.
- I didn't drop out of school, I just transferred.
- My Mom.
- And I didn't like going to class, so I dropped out and planned to go here.
- I ditched too much.
- Too personal.
- Teacher didn't help me much. Prejudice.
- Couldn't get myself to go.
- Dad took me out.
- Went to the hospital.

Cyesis Center

Question #4: WHY DID YOU DROP OUT OF SCHOOL?

- Started late.
- Wanted to go out on school nights, had too many ditches to pass. Went out during class and partied.
- Changed and went to job corps.
- It was a new school, I hardly knew anybody.
- Wanting to be with boy friends as much as possible.

North Alternative High School

Question #4: WHY DID YOU DROP OUT OF SCHOOL?

- With other kids.
- Ran away.
- Had too many absences.
- Friends ditching.

Alhambra

Question #5: WHAT WERE YOUR PLANS?

- I was a runaway.
- Was going to California.
- I wanted to be a truck driver.
- Personal.
- I have lots of plans for my future.
- They need to talk to the students more about their feelings.

Bostrom

Question #5: WHAT WERE YOUR PLANS?

- Go to Bostrom Alternative Center
- Mother is the only one in family that works...she needs help.
- Didn't really think I'd get caught
- Going back to school
- Take care of my mother
- Planned to go to Transition
- To go back to school
- Going back to school
- Go to other school...
  Work on my car getting it ready for weekends
- I didn't know I was going to get kicked out
- I would like to finish school

Continuing Education Center

Question #5: WHEN YOU DECIDED TO DROP OUT OF SCHOOL YOU PROBABLY HAD SOME PLANS ABOUT WHAT YOU WERE GOING TO DO. WHAT WERE THEY?

- Earn my credits.
- Come to CEC.
- Later get a GED.
- Kill myself.
- To get in CEC.
- I planned to go to Phoenix Union.
- Go back to school at CEC.
- Came here to CEC.
- Go to CEC.
- Too personal.
- Tried to go back to school to graduate.
- To come to CEC.
- I didn't drop out or quit.
- To come straight to CEC.
- Going back to school.

Cyesis Center

Question #5: WHAT WERE YOUR PLANS?

- I didn't decide to get kicked out, I just got in a fight and it wasn't my fault, but came back in a week later.
- Involved with wrong people.
- Just wanted a different environment.

North Alternative High School

Question #5: WHAT WERE YOUR PLANS?

- Clean the house.
- Had too many absences.

Alhambra

Question #6: HOW DID YOUR PLANS WORK OUT?

- Went to a placement.
- Went to _____
- I never dropped out of school.
- Had a good time.
- Worked and didn't get GED.
- Help the family.
- Was already married.

Bostrom

Question #6: HOW DID YOUR PLANS WORK OUT?

- I'm working on my GED
- Planning to have a baby in May
- Took care of sister-in-law
- Got bored
- I looked for a job
- I'm getting GED now
- I got into Transition
- Went back to school
- I was happier
- I hung around with friends
- When my Indian Advisor realized that I was being dropped from school, she told me about so I came over right after. So had no time to get in trouble.
- I didn't like it
- Worked at full-time job...didn't have no transportation
- Went to Bostrom
- I would like to finish school

Continuing Education Center

Question #6: HOW DID YOUR PLANS WORK OUT?

- I got into CEC.
- Came to CEC.
- I didn't get a job.
- Worked part-time.
- Too personal.
- I just transferred from one to another.
- I came here like I had planned.
- Went out a lot.

Cyesis Center

Question #6: HOW DID YOUR PLANS WORK OUT?

- I just sat around for a whole week.
- Got pregnant, moved from friend to friend.
- I went to a trade school for a while and dropped out.
- Got pregnant.

North Alternative High School

Question #6: HOW DID YOUR PLANS WORK OUT?

- I did hardly nothing.
- I found out about North Alternative.
- Do not know.
- No plans.

Alhambra

Question #7: WHY ARE YOU BACK IN SCHOOL NOW?

- To get my diploma.
- I want it for myself and to make my parents proud of me.
- I have a son to support.
- I need to get my GED to take more classes.
- Navy will not take me without GED.
- To get my diploma and an education.

Bostrom

Question #7: WHY ARE YOU BACK IN SCHOOL NOW?

- Wanted to prove I could graduate
- I had to go back to school in order to keep getting monthly checks
- Just wanted to go back
- So I could get away from parents & be in a rock & roll band
- I wanted to get somewhere in life
- I found it was impossible to be without an education
- Studying to be someone so I could make my life happier
- I got smart
- I felt I should go back
- I knew I could get my diploma, so the next best thing was a GED
- I just decided myself
- I wanted to learn something
- I later wanted my GED, and I have just completed it.
- I wanted to learn something.

Continuing Education Center

Question #7: WHY ARE YOU BACK IN SCHOOL NOW?

- To get my GED.
- Gives me something to do.
- Get a better chance of a good career someday.
- I never was out.
- I wanted to.
- Personal.
- I was planning to go back to school.

Cyesis Center

Question #7: WHY ARE YOU BACK IN SCHOOL NOW?

- I wanted to get an education.
- I thought about what I could do without an education. I was pregnant when I went back I was thinking about my child's life as well as mine.
- Decided what kind of life was I going to be able to give myself, and family.
- I was pregnant.

North Alternative High School

Question #7: WHY ARE YOU BACK IN SCHOOL NOW?

- I liked North Alternative so I came back.
- North improved.
- No plans.

Question #8: WHY ARE YOU STAYING IN ALHAMBRA?

- It's close to home.
- Cause it's at night, so I have all day to myself for things that need to be done.
- It's a good school.
- To try to get a better education and a better job. Most of all for me.
- To get my GED. To get a better job that requires a GED or diploma - to get ahead for once.
- Close to home.
- I wanted to get my diploma. It is the closest school to my house.
- Because I want to get my diploma (not a GED) and staying here seems to be what I need.
- To get my GED.
- Because I think it's a good idea (and good program for people who work) and it's fun (I hope we get more people.)
- I want to get my diploma.
- Because it's a good school and need more education, don't want to through life not knowing anything.
- To get a good education. Also high school degree.
- Because I feel this special night class will really help me out. And help me get my GED fast so I can go on further.
- I like the teacher! I want to get my GED and I think I can learn from my teacher!
- Because it's free; it's nights; and you can get your diploma. You can smoke and you are treated as an adult.
- I know its one best.
- It's the first place I went to about getting a GED.
- It's a real cool school.
- To get my GED.
- Because I live right across the street from Alhambra. It's easily accessible.
- So when I get hired at Salt River Project I will be able to advance.
- I learned more now in Alhambra than I ever did in high school.
- To get back into studying and so forth.
- To meet more people who party and have a good time while getting a GED.
- It's near by.
- To get my GED.
- Because it's a very good opportunity, and the only real opportunity in sight for an education.
- I like it better than the other schools and I believe I will do better here.
- Working days.

Alhambra

Question #8 (cont.)

- To get my diploma.
- Better school.

North Alternative High School

Question #8: WHY ARE YOU STAYING IN NORTH?

- To get a better education.
- To help me out.
- I'm not.
- I like it.
- Cause I like the school and the teachers.
- Because I don't so many friends here.
- Because I like North Alternative better than regular school.
- Because it became more interesting.
- I like it.
- I am not going to North. I will be going to _____
- Because I'm better off.
- Yes.
- I'm not staying at North.
- I think it's alright here.
- Yes.
- It's closer to my home. I know a lot of people.

Question #8: WHY ARE YOU STAYING IN BOSTROM?

- To get basic life skills and to get my GED.
- I guess trying to get a GED.
- To graduate
- Because I want my GED.
- To get my GED.
- Because I find I can stay in this school, earn credit, but I can't stay in a regular high school.
- I like the school and the teachers, they don't make you do what is not necessary.
- For a good education, so I could go to college.
- I like the hours, also the teachers. They're all nice, I get along with every one.
- Because I want to.
- I like it. It's an OK school, it's not like other schools.
- To get a GED.
- I like the school, the programs, the people, the teachers.
- I like the staff and I think it's a good program.
- Really it's my last and only hope of getting a diploma or equivalent of that.
- To get my GED.
- Because I like it.
- I need a better education.
- I have to and I like it a lot. They have better opportunities.
- Because I can't go back to _____. They won't accept me until next year and the people here are cool, not like _____.
- To stay out of trouble and to higher my education.
- Because I need something different and I've heard how effective it's been so this is my last resort.
- It's a very good school.
- To get my GED.
- Because I'm learning a lot more than I did at _____ and I also get a lot more help.
- Because I want my GED and I like the way the teachers treat the students.
- Because I feel like I'm learning more than high school and I'm very close to getting my GED and that's what I want.
- Because I think it's a good school and I'm hoping to get my GED.

Question #8 (cont.)

- The school is alright.
- Cause it is a good school. I like the teachers and I like to get out at 12:00.
- Because I like _____.
- Because it's cool getting out at 12:00. Teachers very friendly, on a more personal basis.
- Because I like _____.
- No leaving to North Carolina.
- I want my GED.
- So I can get my GED and be able to get into other schools.
- Excellent program for students who wish to continue to a higher form of education.
- So I can keep my job.
- So I can get a diploma.
- GED.
- To get my GED, and learn a trade.
- They get jobs.
- Trying to improve my skills so I can get my GED.
- Because I want to.
- Ladies keep me here!
- I need education. I want a GED. I know I'm doing the best thing for me.
- Because I get out earlier.
- Because they find you a job and help you get a GED.
- I have just gotten my GED in the GED program. I am now taking typing and I am also being paid as a math tutor for other GED students.
- All I want is the GED diploma in my hand. They say that a high score on my test is so important. But the higher digit means nothing to ___, the individual or ___'s happiness.
- My mom stuck me here.
- Because it's my last hope.
- To get GED.
- Because I like the school.
- I feel I should go to school and Bostrom is about the best alternative.
- Nothing better to do.
- Because it's not like a regular school. I love it.
- I was in another alternative school and did OK.
- To get educated.

Question #8 (cont.)

- Because I need education.
- To finish high school.
- Because I want to get my GED.
- I really like this school and it's giving me the opportunities I need to go into the world.
- So I can get my GED.
- Because I like it so far.
- Because getting my GED is what I want to do. I think it's a lot easier than if I had to stay in school for 3 more years.
- Because I can't handle going a whole day at a regular high school, I have no reason to ditch at Bostrom because I only go 4 hours.
- Because I believe it will help me. So far it has.
- Because I like the teachers, kids, and friends.
- Because I like it here, I'm staying out of trouble and getting better grades.
- Because I really do like it here. It is different from other schools.
- Because it is better than a big campus and the teachers are better here than at a big high school, they take time to help you.
- This is the best school I ever went to besides elementary. I learned a lot here even things I thought I could never do. Thanks.
- Because I can get my GED really faster!
- Because.
- Because I like this school and I'm getting good grades.
- Because if I wasn't in school, I would be carrying two jobs. And it was hard in regular school for me just carrying 1 job and a full load of classes.
- Don't know.
- Individual program.
- To get my GED and try to get a better job.
- Cause it's pretty cool and the teachers don't harrass you.
- Probation.
- For my GED.
- Because I like what I am doing, going to school and working.
- To get a better opportunity at jobs and get my GED.
- Get ready to go back to high school.
- I like the school and the teachers.
- I hear it is a good school.
- To save my probation and catch up on my credits.
- Because I could be better off and stay out of trouble.
- Because I don't like staying long and sitting down for a long time.

Continuing Education Center

Question #8: WHY ARE YOU STAYING IN THE CONTINUING EDUCATION CENTER?

- You get individual help when you need it. You only get a half a day.
- Keeps me out of trouble. Helps me to learn something.
- Because CEC has a good education for students.
- Because they have less hours and it is a very good school.
- I like the educational program here.
- Because it is a different kind of school, less people, more attention, school's out at 11:15.
- Because I like it here.
- Because I feel that this school is better than other high schools.
- I like it here, it teaches you more.
- Because it better.
- Because it's a nice school. I like it because they are not that easy on you when you miss a day they call your parents at the other school they send a note and the kids usually get to the mail box before their parents.
- Because I can make up a days work if I was absent.
- Because it is the best school to go to for me and I like it too.
- Because I am not around all my friends and I am much happier here and I am getting beautiful jobs.
- Because I like the help that they give me.
- To make up my credits.
- It's not so hectic as the other schools.
- I like the teachers, counselors, and _____. I also like it because it's strict.
- Because I don't have to come to school all day.
- I want to graduate to have more opportunities for a future.
- Because I liked it better and the teachers were nicer, they give you help when you need it.
- Because it's a good school they understand the help you need.
- So that I could get my credits and graduate.
- Because it's only 3 hrs. and because I have to work mornings.
- Cause I like the rule and I want to get my GED.
- So that I can study for my GED or go back to school for a diploma.
- Because I like the people here. I don't stay in school that long either so it gives me time to do other things.
- It helps me more in school, and the teacher helps you more over here.
- I'm staying here cause the teachers understand you and work with you at your pace.

Question #8 (cont.): WHY ARE YOU STAYING IN THE CONTINUING EDUCATION CENTER?

- Because it's easier to come to school.
- Because it is more strict. Small campus cannot wander off and ditch.
- Because, I want to graduate.
- Because someone told me that it is a nice school.
- Because it's a nice school and I learned a lot.
- Because I want to stay and my parents want me to stay.
- Because it has done me a lot of good and catch up on my credits.
- Because its smaller and I liked only going four hours.
- So I can get my credits and graduate.
- It's keeping me in school.
- To get my diploma.
- Because it is important to me to have an education.
- Because they are tough and strict and that's what I like.
- To get an education, the teachers (school) are nice.
- For I could graduate from high school.
- So that I can earn my credits to graduate.
- I like it.
- Because I can get some of the credits I need and I can work part-time and go to school.
- Because I want to learn more.
- To finish school.
- It seems like better school because out early so I can go to work.
- To pick up on my education and credits.
- I like how they run CEC.
- The school is OK.
- Because it helps you more better here to learn.
- Because I think CEC will help me get my GED.
- For the credit.
- So I can get a good education and make something out of myself.
- Because I can make it here.
- Half a day school.
- Because it helping me credit wise and to be a better student in school.
- Because I want to.
- They help me better than I was helped in a regular school I went to.
- Because we get out at 11:15 or 12:00 every day and get 5 credits for it.

Question #8 (cont.): WHY ARE YOU STAYING IN THE CONTINUING EDUCATION CENTER?

- Because the teachers teach you right, and that is what I like.
- Because the teachers, they teach better and the hours of school are better for me.
- Because I feel I am learning more.
- I understand it more than I understood my other school.
- Cause its better and the teachers help you more and you get out early!
- So I can get a diploma and a higher paying job.
- The attendence here is better.
- The school is good for me and strict.
- I can make up my credits so that I can graduate.
- Because it's helping me stay in school.
- Because there's no teacher to really tell you what to do like at other schools.
- I think it is better for my education because its more stricter than most schools.
- Easy to understand and need credit.
- I need individual help.
- CEC is a strict school. That's the kind I need to help get through school.
- I wanted to catch up on my credits.
- I come out early. I learn better and faster. The teachers take time to teach. It's small enough to know everyone.
- Because the teachers show me really how to do the work and they take the time.
- Because so I could go back to school.
- Because I wasn't going to _____ they thought it would be good for me and some of my friends go here.
- I didn't want to go to _____
- They help each student.
- To get my grades back.
- Catch up on credit, attendance.
- It is helpful.
- Because I feel I'm doing good and by the time I go back to my home school I should be able to graduate.
- To catch up on my credits.
- Because I like it it's a good school.
- So I can get my GED and graduate.
- Because I know if I stay here I will have a good future.
- I like the way this program is.
- Because it's a good school!

Continuing Education Center

Question #8 (cont.): WHY ARE YOU STAYING IN THE CONTINUING EDUCATION CENTER?

- Because the rules are stricter and because if I get kicked out here I have no where to go.
- Trying to earn more education.
- Because of the half a day.
- No, I was not.
- Because it is a good school and you can learn better at CEC than other school.
- To complete my course then try to go to my home school.
- Individualized attention.
- I am getting the help I want. And I am getting good grades.
- Because I don't want to stay home.
- Because I need my education and I am on probation.

Cyesis Center

Question #8: WHY ARE YOU STAYING IN CYESIS?

- My baby is due at the end of May when I was supposed to graduate.
- Because I turned 18 years and my Social Security will stop and that's my only income. Plus I'm pregnant if I wasn't I'd go to a public school. I like school.
- Because I want to get a better education. Get a better paying job.
- Because I want an education. And the school is comfortable and great to be in.
- I came here so I could stay in school while I was pregnant. I didn't want to have to drop out. I really wanted to stay in school.
- I was pregnant and I wanted to go back to school, so I could get a better job to support me and baby.
- The staff is great, I now enjoy school, I couldn't stay in school without a nursery.
- I want to finish the year and haven't had my baby yet.
- Because I'm pregnant and it's better to go to school than stay home for the whole 9 months.

Alhambra

Question #9: DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- Stick it out in school it's a lot easier than trying to get the GED. It's hard.
- You could let people do work at home and mail in work or bring it in to you.
- Don't treat everyone like they just dropped out for the hell of it. Some of us had different reasons. Now that we're back to get our diploma we want to be taken seriously. This program is very important to me and I definitely want it to work.
- So stay in school, it's not worth it at the end.
- A commercial or advertisement.
- I think teachers are the main problems with most students, if the teacher would really help the students I think that would be one main thing.
- The teacher is a real person. He's here to teach us and not just to pick up a check every week or two!!
- There are too many unfair rules in high school. I got kicked out once because 2 girls jumped me and I fought back. Very dumb.
- Yes. Almost to clear everything about _____.
- No. This is OK but a lot didn't actually "dropout".
- Don't do it.
- Yes, for years I went against everything that people told me was right, so I got my head together and came back.
- Stress how far they've come in school and that they need education to make good pay in world.
- Don't drop out! It's the hard way in the long run.
- More work experiences class would probably make a lot of difference to kids who might drop out.
- Have more teachers.
- I think you should talk more about their feeling about what is troubling here.
- It's good for a while but it gets to be a bore.
- Keep this program.
- Don't drop out - then you won't be in this situation.
- Call them up and tell them that you have a night school open for dropouts.

Question #9: DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- Give them more opportunities like Bostrom.
- Try your best not to dropout because it's not easy in the future.
- They shouldn't have the attendance policy so hard on the students. And in regular high schools they should have breaks.
- Yes, the reason why most students dropout of school is that they are not pleased in what the school doesn't have that we might enjoy.
- If the schools could find a better method of teaching - adopt ideas from eastern schools - make classes more interesting!
- No, just if they do they're stupid.
- Make classes more interesting for students. Learn about feelings, dealing with life as an adult.
- Yah, go to class, don't bother to party with friends. _____ should be sold not ____!
- Yes, when I came back to school I learned to put myself together and to improve my school work up a little higher.
- I think that school changed as far as lessons, classes, teacher's attitudes, and administration.
- I really like the program.
- Most students dropout because the school is too big.
- I think if I would've been caught the first time I ditched in my Freshman year then I wouldn't have kept doing it. It was too easy to ditch and too hard to make-up the work.
- You have to give them something to look forward to going to school for.
- Yes, start having brunch.
- Because some students don't like a big campus and there is a lot of ditching going on.
- I believe a high school should be like Bostrom, because teachers push students around in high school like they're @#*&!
- Problems with their parents and personal problems.
- Yes, be more clear when you ask a question.
- Good-bye.
- There should be more schools like Bostrom.
- Being paid for going to school.
- The students who drop out of school have definite problems. Very little or nothing can be done because the student chooses his or her own life.
- All schools #@*&.

Bostrom

Question #9 (cont.): DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- DON'T! Education is important if you want to make good money and not have to work your rear off. If you like working as a slave and barely making it then take your best shot.
- What a person wants to do with his life is up to him, he lives with himself no one else should have to push him to do something he (she) doesn't care about.
- Put more teachers and less students for more teachers.
- Smaller classes, better subjects.
- Get rid of the school attendance policy.
- Drugs are a big problem.

Continuing Education Center

Question #9: DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- That everybody shoud come to CEC.
- Make the rules like CEC, all of them will go to school then.
- They should change the rules at CEC.
- I would like a part-time job. If my counselor could help me.
- Stay in school fool!
- Get better teachers with better attitude toward all students not part.
- They have a stricter policy on attendance.
- They get discouraged.
- It couldn't be better.
- They should change the attendance policy.
- They should give more opportunities.

Cyesis Center

Question #9: DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- You're doing the wrong thing when you drop out of school. You're a nothing.
- I did not want to drop out of school. I had already failed due to stay with my boyfriend when he was seriously ill.
- Every once in a while have someone who has dropped out and returned to school talk to the students who are withdrawing and tell them what it is like.
- Don't judge on reports or mouths of someone else, talk to the person. Start more programs like Cyesis, more dependable nurseries at high schools, start counseling or more school subjects on the problems of male-female..."dates?" Back east has sex education classes so why can't the west? Believe me, it helps...a lot! Especially in Elementary Schools, if you're eight years old and start your period, and didn't know why, it could be really frightening!

North Alternative High School

Question #9: DO YOU HAVE ANY OTHER COMMENTS WHICH WOULD HELP US IN OUR SURVEY OF HIGH SCHOOL DROPOUTS?

- This North Alternative program is good it helps a lot, it sets you right.
- It just encourages you to go to school.
- Don't push the dropouts too much.
- If some of them could just think about what they are doing, I think they would like school better.

APPENDIX B

SURVEY FORMS AND LETTERS

Phoenix Union High School District No. 210

DISTRICT ADMINISTRATIVE OFFICES
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: 602 - 257-3131
Patrick B. Henderson, Ed.D., Superintendent

December 21, 1979

Personnel Managers
Public Service Organizations
Career and Trade Schools

Re: Education and Employment Opportunities for High School Dropouts

As mentioned in our recent telephone conversation, we are sending you the enclosed survey form. As you know, the Phoenix Union High School District is conducting this survey to locate high school dropouts and to find out what educational or employment opportunities are available to them. Your help in providing some of this information is greatly appreciated.

Also enclosed is a stamped, addressed envelope for your use. We look forward to receiving your reply and any additional comments you might have. If you wish further information please feel free to call us at 257-3612.

Thanks again for your help.

Sincerely,

Mary Jane Finley
Linda Wheeler

Mary Jane Finley
Linda Wheeler
Program Evaluation Specialists
Research Services

MJF:LW:rm

Enclosure

Phoenix Union High School System

DISTRICT ADMINISTRATIVE OFFICES
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: 602 - 257-3131
Patrick B. Henderson, Ed.D., Superintendent

February 4, 1980

Personnel Managers
Public Service Organizations
Career and Trade Schools

Re: Education and Employment Opportunities for High School Dropouts

Last December we requested your help in a survey we are conducting to find out what educational and employment opportunities are available to the high school dropout. You graciously agreed to provide information about your organization's policies on dropouts.

We have not yet received your completed survey and would very much like to hear from you. Enclosed is a copy of the questionnaire and a stamped, addressed envelope. Will you please take a few minutes to help us in our research?

Thank you for your help. If you wish further information please feel free to call us at 257-3612.

Sincerely,

Mary Jane Finley
Linda Wheeler

Mary Jane Finley
Linda Wheeler
Program Evaluation Specialists
Research Services

MJF:lm

Enclosure

PHOENIX UNION HIGH SCHOOL DISTRICT
Research Services

Education and Employment Opportunities
for High School Dropouts

Survey of Personnel Managers in the Phoenix Area

1. Name of company_____

2. Your name_____

3. What is the nature of your business (hotel, fast food, hospital, etc.)?

_____

4. Do you hire any people who are 16 to 18 years old and do NOT have a high school diploma or GED?_____

5. If so, in what capacity_____ Under what conditions?_____

_____

6. Approximately how many of these people have you hired in the last year?____
Approximately how many were female?_____ How many were male? _____

7. Have you noticed any increase in the number of such applicants?_____

8. To your knowledge, are your hiring policies fairly similar to those of other companies and organizations in your business?_____

9. Comments or additional information:_____

_____

_____

10. If you wish this information to remain confidential, please check here____

Thank you very much for your time.

Linda Wheeler
Mary Jane Finley

Linda Wheeler, Mary Jane Finley
Program Evaluation Specialists
Phoenix Union High School District
Research Services (257-3612)

LW:MJF:rm
12/19/79

22:11:79/80:013a

PHOENIX UNION HIGH SCHOOL DISTRICT
Research Services

Education and Employment Opportunities
for High School Dropouts

Survey of Public Service Organizations in the Phoenix Area

1. Name of agency _____

2. Your name _____

3. What type of service do you provide? _____

_____

4. Do you serve any people who are 16 to 18 years old and do NOT have a high school diploma or GED? _____

5. If so, in what capacity _____ Under what conditions? _____

_____

6. Approximately how many of these people have you served in the last year? ____
Approximately how many were female? _____ How many were male? _____

7. Have you noticed any increase in the number of such applicants? _____

8. If you have a "waiting list", approximately how many young high school drop-outs are on it? _____

9. Comments or additional information: _____

_____

_____

10. If you wish this information to remain confidential, please check here _____

Thank you very much for your time.

Linda Wheeler
Mary Jane Finley

Linda Wheeler, Mary Jane Finley
Program Evaluation Specialists
Phoenix Union High School District
Research Services (257-3612)

LW:MJF:rm
12/19/79

PHOENIX UNION HIGH SCHOOL DISTRICT
Research Services

Education and Employment Opportunities
for High School Dropouts

Survey of Career Schools in the Phoenix Area

1. Name of school _____

2. Your name _____

3. What career area(s) does your school serve? _____

4. Do you accept students without high school degrees or GED certificates? _____
   If so, in which programs? _____
   Under what conditions? _____

5. How many 16 to 18 year old students without degrees did you enroll this fall?
   (Do not include students who are still in high school.) _____
   How many were female? _____ How many were male? _____

6. Have you noticed an increase in the number of such applicants? _____

7. Comments or additional information: _____

   _____

   _____

8. If you wish this information to remain confidential, please check here _____

Thank you very much for your time.

Linda Wheeler
Mary Jane Finley

Linda Wheeler, Mary Jane Finley
Program Evaluation Specialists
Phoenix Union High School District
Research Services (257-3612)

LW:MJF:rm
12/19/79

Phoenix Union High School System

DISTRICT ADMINISTRATIVE OFFICES
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: 602 - 257-3131
Patrick B. Henderson, Ed.D., Superintendent

January 24, 1980

Dear Phoenix Personnel Management Association Member:

The Phoenix Union High School District Research Office is conducting a study to find out what educational or employment opportunities are available to the young high school dropout. The P.P.M.A has generously given us permission to survey their members in regards to this question.

Would you please fill out the enclosed form and return it to us in the envelope provided? The information will be used in a report to school district administration and employees. We hope both to reduce the number of dropouts and to counsel those leaving school on the opportunities available to them. The P.P.M.A will receive a copy of the results of this survey.

We look forward to receiving your reply and any additional comments you might have. If you wish further information please feel free to call us at 257-3612 or 257-3617.

Thank you for your assistance.

Sincerely,

Linda Wheeler
Mary Jane Finley

Linda Wheeler
Mary Jane Finley
Program Evaluation Specialists
Research Services

LW:MJF:lm

PHOENIX UNION HIGH SCHOOL DISTRICT
Research Services

Education and Employment Opportunities
for High School Dropouts

Survey of Phoenix Personnel Management Association

1. Name of company_____

2. Your name_____

3. What is the nature of your business (hotel, fast food, hospital, etc.)?

_____

4. Do you hire any people who are 16 to 18 years old and do NOT have a high school diploma or GED?_____

5. If so, in what capacity_____ Under what conditions?_____

_____

6. Approximately how many of these people have you hired in the last year?____
Approximately how many were female?_____ How many were male? _____

7. Have you noticed any increase in the number of such applicants?_____

8. To your knowledge, are your hiring policies fairly similar to those of other companies and organizations in your business?_____

9. Comments or additional information:_____

_____

_____

10. If you wish this information to remain confidential, please check here_____

Thank you very much for your time.

Linda Wheeler
Mary Jane Finley

Linda Wheeler, Mary Jane Finley
Program Evaluation Specialists
Phoenix Union High School District
Research Services (257-3612)

LW:MJF:rm
12/19/79

Phoenix Union High School System

DISTRICT ADMINISTRATIVE OFFICES
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: 602 - 257-3131
Patrick B. Henderson, Ed.D., Superintendent

January 11, 1980

Dear Continuing Education Center Student:

We are conducting a survey to find out why students drop out of school, what they do after they drop out and why they come back to school. We hope to use this information to develop better programs in our schools and to help students who are thinking about dropping out.

Will you please take a few minutes to help us by filling out the attached survey? Your experience could be very useful to us and to others.

Thank you for your assistance. If you would like to know the results of our survey, please let Mr. Nichols know. We will send him a copy of the results.

Sincerely,

Mary Jane Finley

Linda Wheeler

Mary Jane Finley
Linda Wheeler
Program Evaluation Specialists

MJF:rm

Attachment

NOTE: The same letter and survey form were sent to all alternative schools, with a change only in title or salutation.

Continuing Education Center

Dropout Survey

1. Please check the appropriate box:

☐ Male ☐ 14 years old ☐ 16 ☐ 18

☐ Female ☐ 15 ☐ 17 ☐ Over 18

☐ American Indian ☐ Anglo ☐ Black ☐ Hispanic ☐ Oriental

2. Approximately what date did you drop out of school? _____

3. Approximately what date did you return to school? _____

4. WHY DID YOU DROP OUT OF SCHOOL? Check as many answers as apply to you.

- ☐ Got bad grades/felt discouraged
- ☐ Parents did not encourage me to stay in school
- ☐ Married/staying home
- ☐ Did not like my teachers
- ☐ Did not like my classes
- ☐ Joined armed forces
- ☐ School attendance policy

Employment:

- ☐ Found a full-time job
- ☐ Found a part-time job

Got kicked out for:

- ☐ Poor attendance
- ☐ Poor grades
- ☐ Disciplinary action
- ☐ Could not get courses I wanted
- ☐ No way to get to/from school
- ☐ Family problems
- ☐ Personal problems (illness, pregnancy, etc.)
- ☐ Don't like school
- ☐ No money for school
- ☐ School is too much work
- ☐ Friends do not go to school
- ☐ In trouble with police/juvenile authorities
- ☐ No friends at school
- ☐ Jail
- ☐ Other: _____

_____

_____

5. WHAT WERE YOUR PLANS?

When you decided to drop out of school you probably had some plans about what you were going to do. What were they? Check as many answers as apply to you.

- ☐ Go to work (I did not have a job)
- ☐ Work full time (I had a job)
- ☐ Learn a trade while I work
- ☐ Go to a trade/vocational school
- ☐ Get in a special program (like CETA, YEEP)
- ☐ Get a GED
- ☐ Join the armed forces
- ☐ Get married
- ☐ Have a baby
- ☐ Move in with someone else
- ☐ Take care of my family at home
- ☐ Travel
- ☐ Just rest for a while
- ☐ I had no plans
- ☐ Other: _____

_____

MJF:lm
12/26/79

22:11:79/80:013a

OVER

6. HOW DID YOUR PLANS WORK OUT?

After you dropped out of school were you able to do things the way you had planned? What really happened? Check as many answers as apply to you.

- ☐ I found a job. (What kind of work? _____)
- ☐ I worked full time at a job I already had.
- ☐ I learned a trade while working.
- ☐ I went to a trade/vocational school. (What school? _____)
- ☐ I was able to get into a special program. (What program? _____)
- ☐ I didn't get my GED.
- ☐ I joined the armed forces.
- ☐ I got married.
- ☐ I became a full time housewife and/or mother.
- ☐ I moved in with someone else.
- ☐ I stayed home to take care of my family.
- ☐ I took off and saw some of the world.
- ☐ I got into trouble with the law.
- ☐ I just sat around.
- ☐ Other: _____

7. WHY ARE YOU BACK IN SCHOOL NOW? Check as many answers as apply to you.

- ☐ I quit/lost my job.
- ☐ There was no future in what I was doing.
- ☐ I needed more education to support myself/my family.
- ☐ My friends were all in school.
- ☐ My parents made me go back to school.
- ☐ I had to go back to school as part of my probation.
- ☐ I was bored being out of school.
- ☐ I wanted to graduate so I could have more opportunities (higher education, better job).
- ☐ Living with someone else did not work out.
- ☐ Taking care of my family was hard work.
- ☐ The jobs I could get without a degree did not pay very well.
- ☐ Other: _____

8. Why are you staying in the Continuing Education Center?_____

_____

_____

9. Do you have any other comments which would help us in our survey of high school dropouts?_____

_____

_____

THANK YOU FOR YOUR HELP!